Exploring Water Using Our Senses

Grade: Primary

Outcomes: Science (100-1) develop vocabulary and use language to bring meaning to what is seen, felt, smelled, heard, and thought.

(201-4) respond to the ideas and actions of others and acknowledge their ideas and contributions.

Time: 45 minutes

Procedure:

Create a class KWL chart starting with what we know about water. Ask students:

* Where do we see water?
* What is water used for?
* What water sounds like?

Then ask the students what they wonder about water.

Read aloud some poems from *How to Cross a Pond*. Discuss the vocabulary about water from these poems. What are some words used to describe water and the ways it moves, sounds, looks, smells, or tastes?

Stand up and simulate a rain storm. All students stand in a circle with the teacher in the middle. The teacher will do an action and the students will copy but only as the teacher walks by therefore some students will do doing different actions at different times. To simulate a rain storm

* Rub you hands together
* Snap your fingers
* Clap your hands
* Pat your thighs
* Stomp your feet and pat your thighs
* Pat your thighs
* Clap your hands
* Snap your fingers
* Rub your hands together

Talk about rain that starts suddenly and stops suddenly. What sense did we use while we experienced that rain storm?

Water Play:

Each group will pick a card. Written on the card is a water activity that they will have to act out (eg. Skating, Canoeing/ Kayaking, Washing a Car, building a bridge) without any words. All groups will be given a few minutes to prepare the skit that they will have to perform to their classmates. After their skit the class will be given time to guess what it is they were doing. Students will then be asked how water is used in each skit.

Next, play *name that sound* with sound clips from waves crashing, toilet flushing, tap dripping, animal/ person drinking, fountains, etc. Students will have a paper with image in front of them of water activities. They will be asked to match the sound clip with the picture.

Water words:

Have all the students meet back at the chart paper and thinking back to our rain storm activity think about all the different sounds that water can make. Write out some water vocabulary words.

Assessment:

Through out the lesson work on the KWL chart and observe students contributing. Note students visual cues that they are understand and personal connections they are making with the water.

Modifications:

This lesson primarily deals with water through the sense of hearing. If there was a Deaf or hard of hearing student in the class this lesson would surely require a new approach.

The order of activities may be rearranged depending on the attention and timing of lesson.

**Day 2: Water exploration**

Freeze Dance to song “rain drops keep falling on my head”

Materials:

Large clear buckets for water, water droppers, wax paper, newspaper, straws, spoons, spouts, water toys

At each table have newspaper down and a clear bucket for water exploration. In group of 3-4 get students to Remind students that the water is to stay in the buckets. There shall not be any throwing or fooling around with the water.