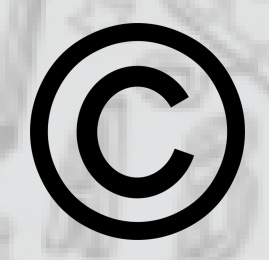




EDUKALA



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SCIENCE

1st Grade



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WATER WE NEED

- This topic helps students to develop an understanding of the importance of water and its properties.
- Through various activities and experiments, students learn about the different sources of water, the water cycle, and how water is used in everyday life.



WATER WE NEED

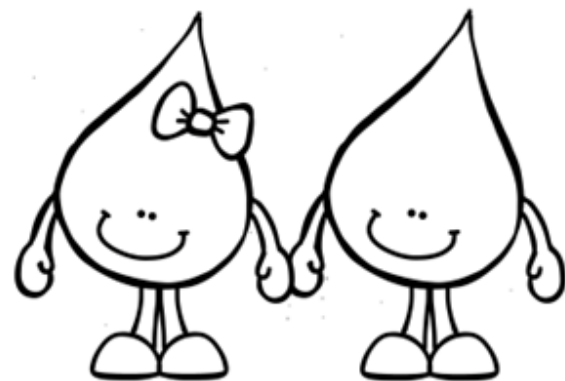
Water Cycle Song

(Tune: She'll Be Comin' Round the Mountain)

Water moves in a cycle yes it does
Water moves in a cycle yes it does

It goes up as evaporation
Forms clouds as condensation
Falls down as precipitation

Yes it does!



The Water Cycle



The sun heats up water in rivers, puddles, lakes, swimming pools, oceans, streams and ponds. As the water heats up it turns to vapour.



The vapour leaves the ground and rises through the air because it is lighter than liquid water. This is called evaporation.



The vapour in the air gets cold and condenses to form clouds. This is called condensation



When the cloud is heavy and full of water vapour droplets it falls back to Earth. This is called precipitation. It may fall back to Earth as rain, snow, hail or sleet depending on the temperature.



OBJECTIVES

- Understand that water is a necessary resource for all living things
- Identify the different sources of water, such as lakes, rivers, and oceans
- Understand the water cycle and how water moves through the environment



OBJECTIVES



- Understand the different uses of water in everyday life, such as drinking, cleaning, and cooking
- Develop an awareness of the importance of water conservation and preservation





PRE-ASSESSMENT



- Brainstorming: Have students brainstorm what they know about water and the water cycle. Write their ideas on the board or chart paper and discuss as a class.
- KWL Chart: Create a KWL chart with the headings "What we Know," "What we Want to Know," and "What we Learned." Have students fill in the "What we Know" and "What we Want to Know" sections before beginning the unit. Revisit the chart at the end of the unit to complete the "What we Learned" section.





PRE-ASSESSMENT



- **Water Cycle Drawing:** Ask students to draw a picture of the water cycle and label the different stages. This can help teachers identify any misconceptions and provide clarification.
- **Vocabulary Quiz:** Give students a vocabulary quiz with words related to water and the water cycle. This can help identify any areas where students may need additional instruction.





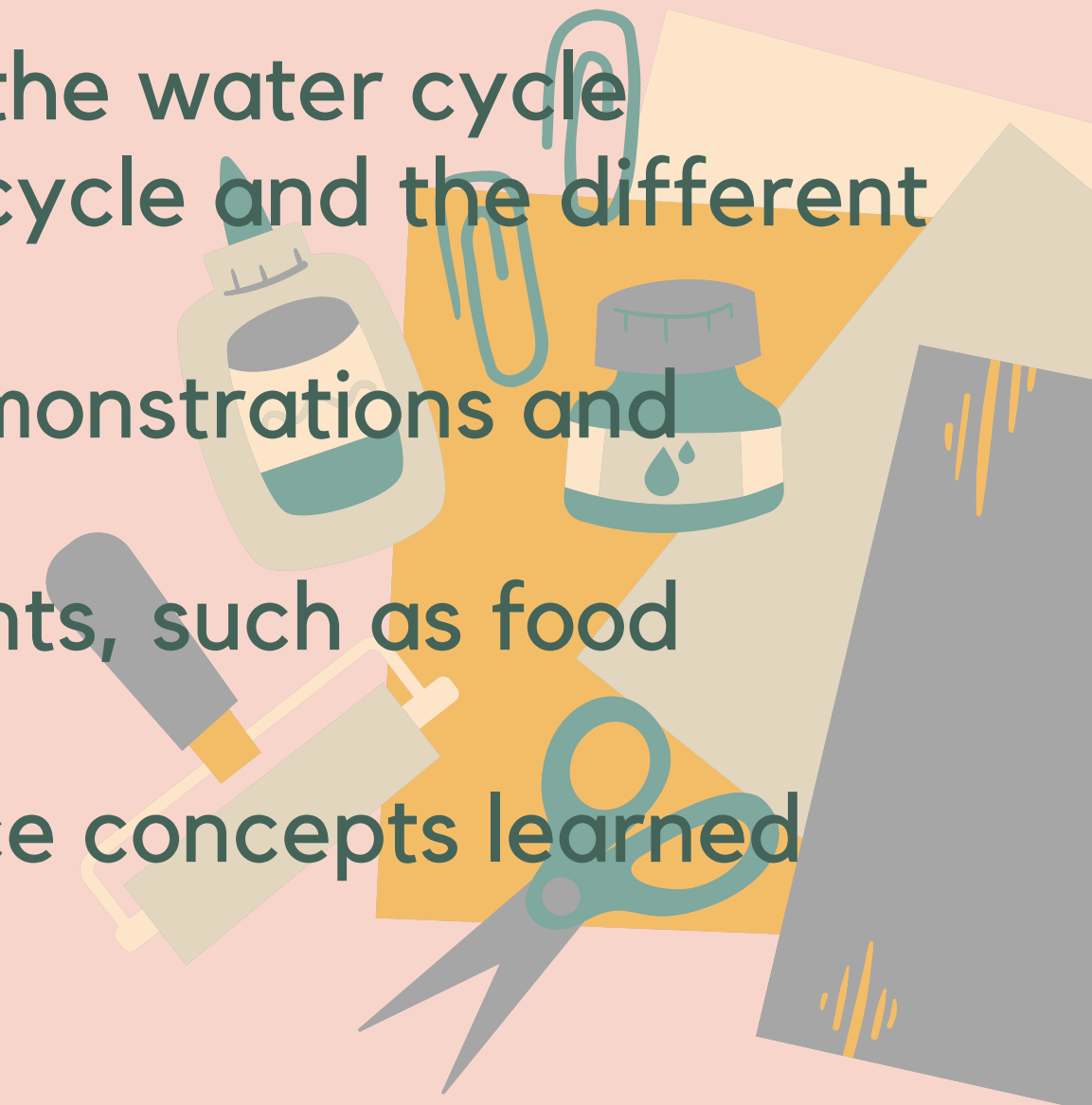
PRE-ASSESSMENT

- **Class Discussion:** Have a class discussion about the importance of water and the different ways in which we use it. This can help students to make connections between their prior knowledge and the concepts they will be learning in the unit.



PRE-REQUISITES

- Books or articles about water and the water cycle
- Pictures or diagrams of the water cycle and the different sources of water
- Water containers or bottles for demonstrations and experiments
- Materials for conducting experiments, such as food coloring, ice cubes, and containers
- Worksheets or activities to reinforce concepts learned
- Glue or tape
- Yarn
- Different colored beads (blue for water, white for clouds, yellow for sun, etc.)
- Diagram of the water cycle



ACTIVITY-1

WATER SOURCES SORTING GAME:

- Show students the pictures or drawings of different sources of water
- Discuss each source of water and ask students to identify where they have seen or encountered these sources of water before
- Have students work in groups or pairs to sort the pictures/drawings into two categories: "Natural Sources" and "Human-Made Sources."
- Once the sorting is complete, have each group or pair present their categories and explain their reasoning.
- Create a poster board or large sheet of paper with the sorted pictures/drawings and display it in the classroom.



ACTIVITY-1

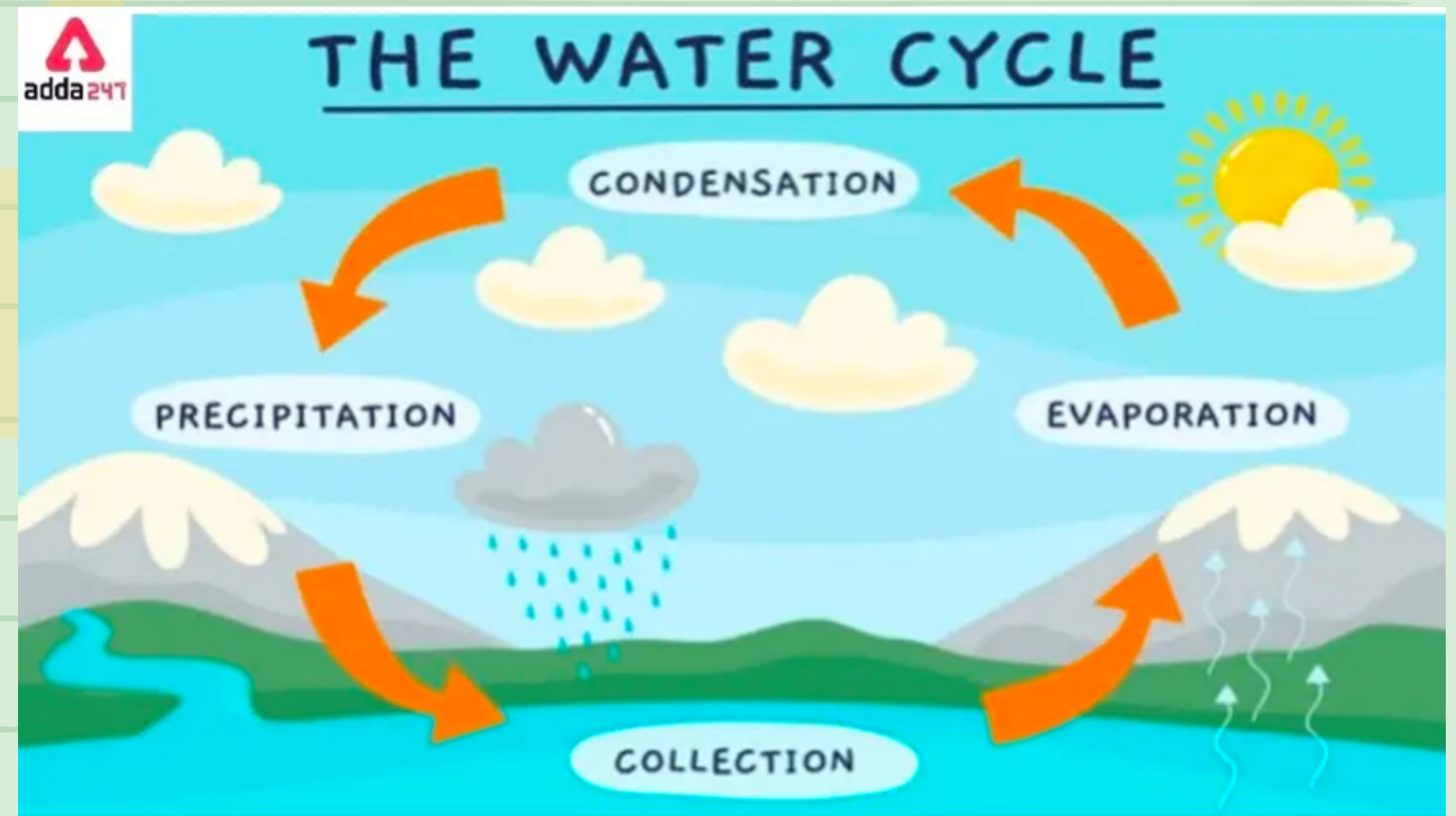
This activity helps students to identify and differentiate between natural sources of water, such as rivers and lakes, and human-made sources, such as wells and taps. It also encourages students to think critically and work collaboratively in groups.



ACTIVITY-2

WATER CYCLE BRACELET:

- Objective: To understand the different stages of the water cycle and how water moves through the environment.
- Show students a diagram of the water cycle and explain each stage of the cycle



ACTIVITY-2

- Give each student a yarn and a variety of different colored beads
- Instruct students to thread the beads onto the yarn in the order of the water cycle stages (evaporation, condensation, precipitation).
- Encourage students to add additional beads to represent the different elements of the water cycle (sun, clouds, etc.)
- Once students have finished their bracelets, have them share their creations with the class and explain each stage of the water cycle.



ACTIVITY-2



This activity helps students to understand the different stages of the water cycle and how water moves through the environment. By creating a visual representation of the water cycle on their bracelets, students can better visualize and remember the different stages. It also encourages creativity and fine motor skills.



POST ASSESSMENT

The Water Cycle

Water vapour in the air gets cold and changes into liquid, forming clouds.

Water falls from the sky as rain, hail, or snow.

Water flows into rivers, lakes and oceans.

The Sun's energy causes water to change into a gas.

Precipitation

Condensation

Evaporation

Collection



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