

# 41. Water

**Classroom Activity:** An overview of water, its role and properties across two different strands.

**Grade:** 2

**Strand (s):** Understanding Matter and Energy; Understanding Earth and Space Systems

This task addresses the following Understanding Matter and Energy overall expectations:

- investigate the properties of and interactions among liquids and solids;
- demonstrate an understanding of the properties of liquids and solids.

and the following Understanding Matter and Energy specific expectations:

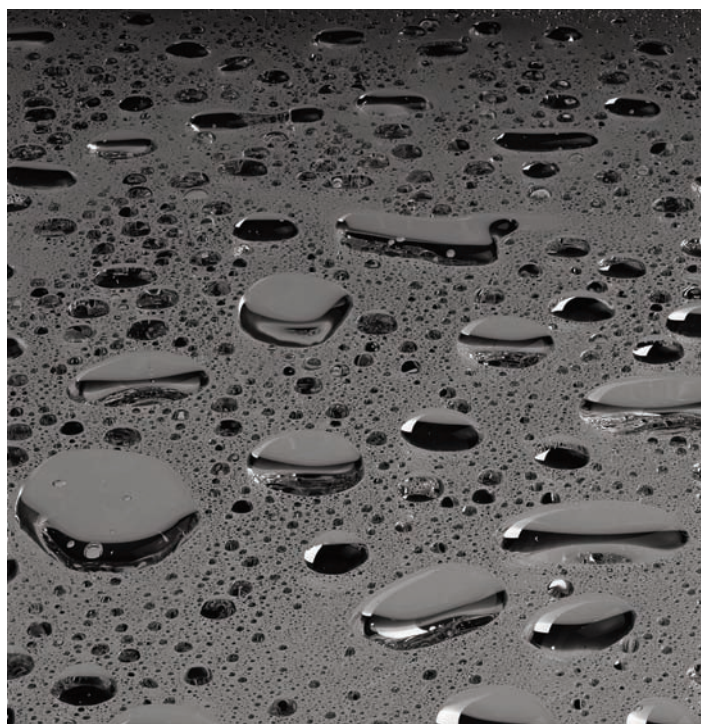
- follow established safety procedures during science and technology investigations;
- investigate the properties of liquids and solids;
- use appropriate science and technology vocabulary, including clear, opaque, runny, hard, greasy, and granular, in oral and written communication;
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes;
- describe the properties of solids and liquids.

This task addresses the following Understanding Earth and Space Systems overall expectations:

- investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment;
- demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.

and the following Understanding Earth and Space Systems specific expectations:

- follow established safety procedures during science and technology investigations;
- investigate the stages of the water cycle, including evaporation, condensation, precipitation, and



collection;

- appropriate science and technology vocabulary, including solid, liquid, vapour, evaporation, condensation, and
- precipitation, in oral and written communication;
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes;
- identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of
- most animals and plants
- identify the three states of water in the environment, give examples of each, and show how they fit into the water cycle when the temperature of the surrounding environment changes.

## Assessment Categories:

- Knowledge and Understanding
- Thinking and Investigation

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- Communication
- Application

**Type of Activity:** Classroom

**Preparation:** gather required materials

Time needed to complete this activity: (approx. 45 minutes)

### **Materials/Resources for teachers:**

The Berenstain Bears Big Book of Science and Nature, Stan and Jan Berenstain, Random House, 1997

Materials/Resources for students:

1 coffee filter for each student

plastic bag cut up into pieces, 1 piece for each student

1 ice cube

1 small container for ice cube for each student

### **Activity Description:**

Read the chapters on water (three phases of matter, energy etc.) from the Berenstain Bears Big Book of Sci-

ence and Nature to the class distribute the equipment to the students and have them experiment with different kind of matter in water and see what happens.

Have each student dip the coffee filter paper and plastic strip into the water and ask them to describe what happens. (Changes in colour, texture, weight etc.)

Give each student an ice cube in a container and ask them to predict what will happen. When will the ice cube melt? How long will the water remain in the container? Will the water be there tomorrow? If not, where does it go?