

Connected Learning Team

Primary

Year 2

Science Package

Natural source- water

Water cycle

2 weeks

Year 2 Science

Earth and Space Sciences: Earth's resources are used in a variety of ways (ACSSU032).

Prior learning	*Water can be found in different places and can be used in different ways.	
Week 1	WALT What I'm Learning Today	WILF What I'm Looking For
	I am learning to identify the natural resource of water around my home.	I can identify natural resources around my home. I can identify water resources around my home. I can explain ways water is used.
Instructions		Resources
<ol style="list-style-type: none"> 1. Become familiar with what you are learning today. 2. Introduce what natural resources are. These consist of air, water, plants, animals, soil, stone, minerals and fossil fuels. These are natural because they are created by nature. 3. I wonder what might be a man-made resource then... (let the student ponder this and answer if possible). 4. Wonder around the house and back yard and spot between 5 and 10 natural and man-made resources. 5. Did you spot any water resources? 6. Most of the water we use at home comes from groundwater or rainwater that we collect in tanks. 7. Find water sources around the house. (Taps around the house, toilet, hose) 8. Complete the worksheet on uses of water in different places. 9. Review the worksheet with the student and check to see if they feel they have achieved the WALT and WILF. Ask the student to talk about why they think they have or haven't achieved it. 10. Complete the reflection. 		Home and garden Worksheet Blue pencil

Natural Resource- Water

Water is the most important liquid on Earth. It covers almost 75 percent of Earth's surface in the form of oceans, rivers, and lakes.

People have many uses for water besides drinking. They use it for washing and cooking. People get water from various sources like taps, water bottles, garden hoses etc.

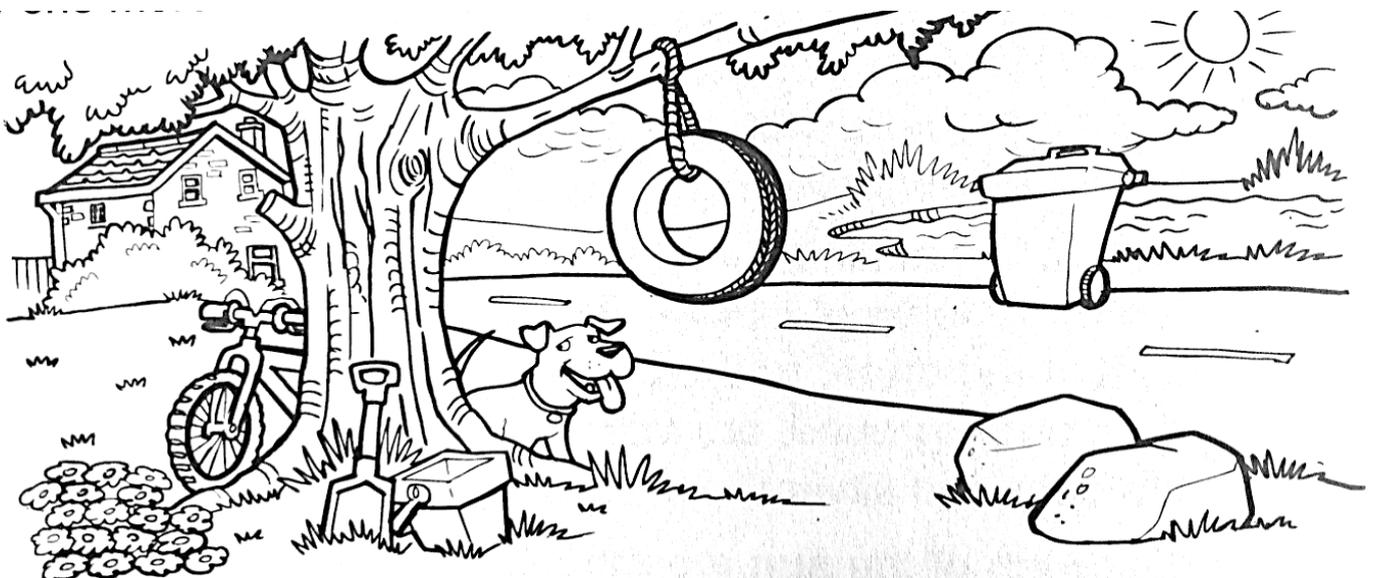
Draw three pictures of how you use water everyday.

1

2

3

Colour the water you see in this picture in blue. Add in where more water could be found.





How is water used?



Water at school

Water in our home

Water in the garden

Where else?

Water is precious and should be used with care.
List ways water can be used more responsibly?

Colour the face in for how your learning went during this task:



Week 2	WALT What I'm Learning Today	WILF What I'm Looking For
	I am learning about the water cycle.	I can use the vocabulary of the water cycle (bold words). I can observe the water cycle in a bag.

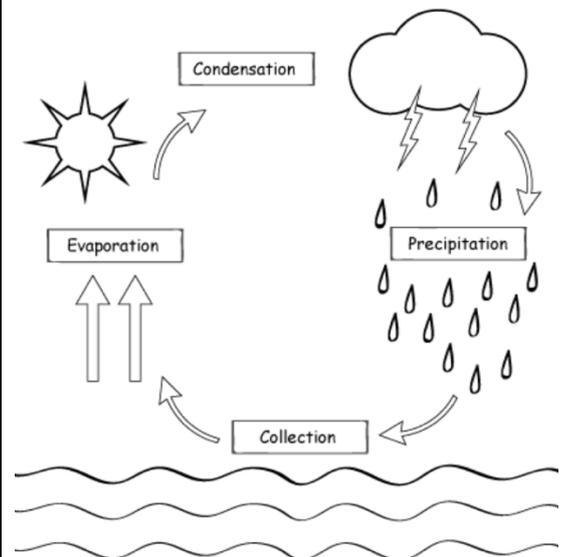
Instructions

- Become familiar with what you are learning today.
- Revise the learning you completed last lesson.
- Do you think water is always moving? Why do you think that?
- Explain to student: water on Earth is always moving. It moves from Earth's surface into the atmosphere and then returns to the surface. This movement of water is called the water cycle and it works like this:
 - Heat** from the sun causes water to **evaporate** (rise up into the sky as steam or **vapour**) from the surface of lakes, streams, oceans and plants.
 - The water vapour moves into the **atmosphere** (the place where aeroplanes fly).
 - In the cool air high above the ground, the water vapour changes into **droplets** of water. Large group of these droplets are called **clouds**. This is called **condensation**.
 - When the clouds get heavy, **gravity** pulls the droplets back to Earth as **rain**. This is called **precipitation**.
 - The rain falls into oceans and lakes, enters rivers, and seeps into the ground. This is called **collection**.
- While talking about the water cycle, draw the process out on a big sheet of paper. Get the student to draw in the arrows to show the movement of water through the cycle. Add in the bolded vocabulary in different colours so that it stands out.
- Using a snaplock bag and permanent marker, draw the arrows and evaporate, condensation, precipitation and collection onto the bag. Put a centimetre of water into the bottom of the bag. Close it and tape it to a window that gets direct sunlight. Refer to the picture.
- Over the coming days, observe the water moving around the inside of the bag simulating the water cycle. Use the correct vocabulary with the student during this process.
- Review the WALT and WILF.

Resources

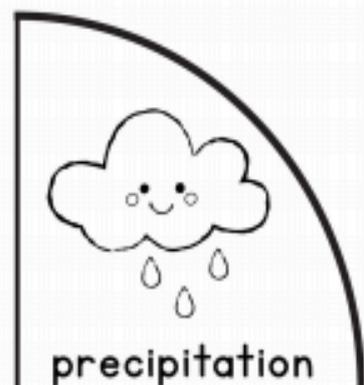
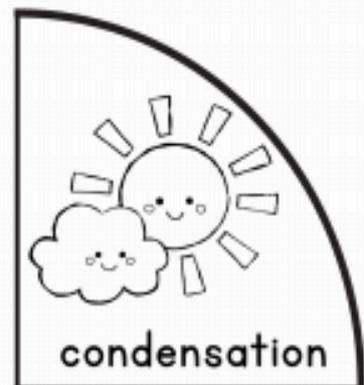
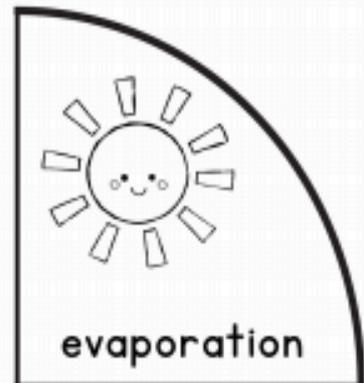
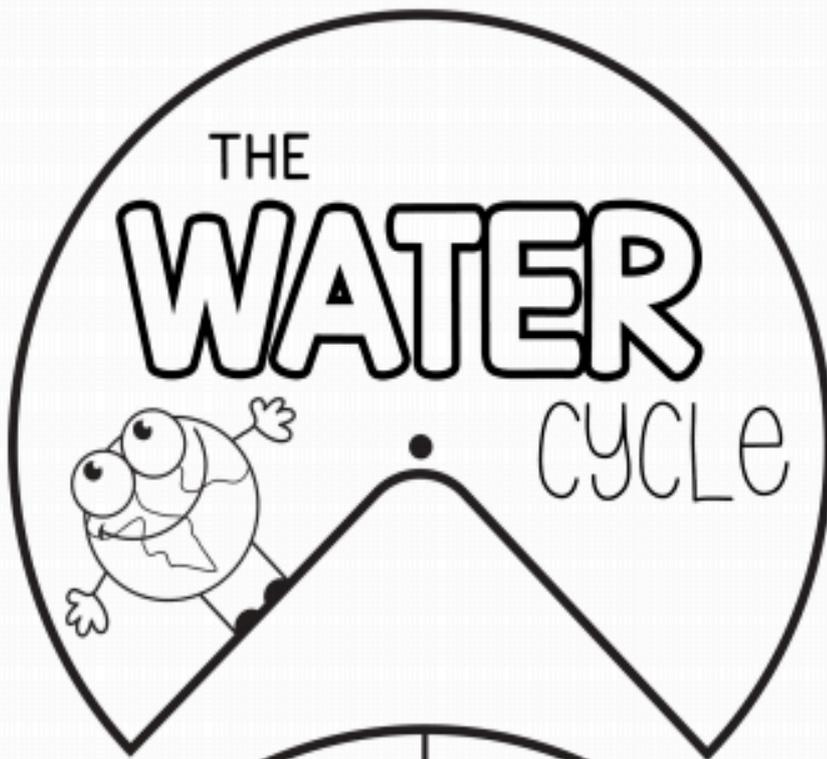
Piece of large paper.
Coloured pencils/ textas/ crayons

Example of drawn water cycle:



Snaplock bag
Tape
Permanent marker





Extra activity: Make your own water cycle

1. Colour in the pictures.
2. Glue the 4 sections into the right places on the circle.
3. Attach the $\frac{3}{4}$ circle onto the top of the whole circle using a pin.
4. Move the $\frac{3}{4}$ circle around to show each step of the cycle.