

# Water All Around: Science Lesson

Water and Plants Unit Plan, Lesson 1 of 3

| Created By     | Grades      | Subjects | Duration     |
|----------------|-------------|----------|--------------|
| Emily Townsend | K, 1st, 2nd | Science  | ≈ 80 minutes |

## Lesson Overview

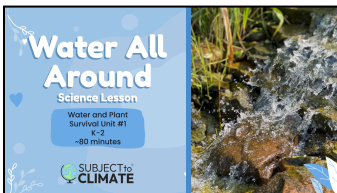
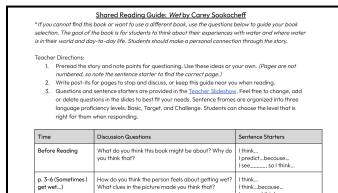
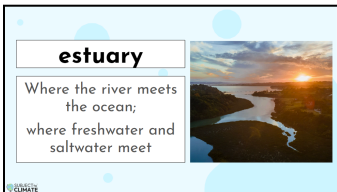
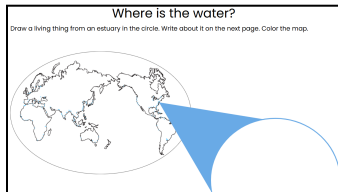
|                            |   |
|----------------------------|---|
| <b>Essential Questions</b> | <ul style="list-style-type: none"> <li>Why is water important to me and my world?</li> <li>Where is water in the world?</li> <li>How is water important in different environments?</li> </ul>   |
| <b>Learning Outcomes</b>   | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Write about their own connection to water.</li> <li>Explain where water is and describe different types of water.</li> <li>Describe how biotic and abiotic factors in an estuary are connected.</li> </ul>  |
| <b>Summary</b>             | <p>This lesson features a read-aloud to activate background knowledge and connect to all types of water around the world. After learning about freshwater and saltwater, students take a deep dive into estuaries through yoga and role-play.</p> <p><b>Inquire:</b> Students listen to a read aloud of the book <i>Wet</i> by Carey Sookocheff and write about their own interactions with water.</p> <p><b>Investigate:</b> Students view graphics and obtain background knowledge about the types and locations of water in the world.</p> <p><b>Inspire:</b> Students engage in a series of yoga poses to learn more about estuaries and make connections between estuaries and the concepts they learned in the Investigate section.</p> |

## Instructions

|                                    |  |
|------------------------------------|--|
| <b>Inquire</b><br>≈ 25 minutes     | <ul style="list-style-type: none"> <li>Teacher reads the book <i>Wet</i> by Carey Sookocheff using the Shared Reading Guide in the <a href="#">Teacher Document</a> and the <a href="#">Teacher Slideshow</a> to support discussion.</li> <li>Class discusses the book and answers questions to support students' understanding of water. See questions and sentence frames in the Teacher Slideshow.</li> <li>Students draw a picture of themselves using water, in water, or around water. Template provided in the <a href="#">Student Document</a>. <ul style="list-style-type: none"> <li>Students write a complete sentence answering, "How does water make you feel?"</li> <li>Teachers can provide students with a sentence guide, such as, "I feel _____ in water/with water/around water/when I'm wet."</li> <li>Visual Sentence Board available in the Student Document.</li> </ul> </li> </ul> |
| <b>Investigate</b><br>≈ 15 minutes | <ul style="list-style-type: none"> <li>Teacher uses the visuals in the Teacher Slideshow to lead a class discussion on how much water there is on Earth and what types of water are present. Several options for visuals and language are provided in the Teacher Slideshow.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Teacher selects the appropriate language frame level (K, 1, 2) for their students, and students use compare and contrast language on the Teacher Slideshow to discuss what they notice.</li> <li>Students view an aerial picture illustrating where freshwater and saltwater meet and make observations and ask questions.</li> <li>Teacher introduces the vocabulary word <i>estuary</i> using the <a href="#">Vocabulary Cards</a>.</li> <li>Students watch two clips of the video <a href="#">What Is an Estuary?</a> The first clip is from 0:00-2:08, and the second clip is from 5:44-6:37.</li> <li>Students discuss the living things in estuaries and why estuaries are important habitats, making connections to the indigenous values of protecting this resource.</li> </ul>  |
| <p><b>Inspire</b><br/>= 40 minutes</p> | <ul style="list-style-type: none"> <li>Teacher leads the class in yoga to learn about estuaries and the living and nonliving parts of this environment using the Teacher Slideshow or the Teacher Document.</li> <li>Students form groups and create an estuary ecosystem with their bodies showing different yoga poses or poses of their own.</li> <li>Students review their learning using the Map Activity in the Student Document and prompts in the Teacher Slideshow.</li> <li>Students consider residents of estuaries and the importance of protecting this habitat using the prompts in the Teacher Slideshow.</li> <li>Students add a living thing from an estuary to the pop-out circle on the Map Activity.</li> <li>Students use the information they learned and write a letter to share with someone they care about.             <ul style="list-style-type: none"> <li>The letter includes facts about why water is important, an animal that lives there, and how it survives.</li> <li>In the Student Document, several options are provided for different reading and writing proficiency levels.</li> <li>Students take the letter and yoga cards home or mail them to share their learning with someone they care about.</li> </ul> </li> </ul> |

## Accompanying Materials

|  |  |
|--|--|
| <p><a href="#">Teacher Slideshow</a></p>  | <p><a href="#">Teacher Document</a></p>  |
| <p><a href="#">Vocabulary Cards</a></p>   | <p><a href="#">Student Document</a></p>  |

## Teaching Tips

|                        |  |
|------------------------|--|
| <b>Suggestions</b>     | <ul style="list-style-type: none"> <li>This lesson builds an understanding of the importance of water in our lives.</li> <li>This lesson features kinesthetic learning as students move their bodies into yoga poses.</li> <li>Students develop an understanding of different types of water.</li> <li>This lesson can be split into two periods. Teach the 'Inquire' and 'Investigate' sections on Day 1 and the 'Inspire' section on Day 2.</li> </ul>   |
| <b>Prerequisites</b>   | <ul style="list-style-type: none"> <li>This is lesson 1 of 3 in our K-2nd grade Water and Plants Unit Plan.</li> <li>You will need a copy of <i>Wet</i> by Carey Sookocheff or a similarly themed book for this lesson.</li> <li>You will need a large open area for students to complete the yoga exercises. This could be in the classroom or outside.</li> </ul>  |
| <b>Differentiation</b> | <ul style="list-style-type: none"> <li>The Shared Reading Guide in the Teacher Document includes several discussion questions. Choose the ones that are best for your students' interests and experiences with the topic.</li> <li>Sentence frames in the Inquire section are differentiated for student proficiency: Circle = basic; Triangle = target; Square = challenge.</li> <li>There are multiple graphic organizers to choose from in the Investigate section. Use the option menu in the Teacher Slideshow to choose the one that best suits your classroom and students.</li> <li>Students with mobility restrictions can participate in mindful breathing and enjoy as many yoga poses as are comfortable for their bodies. Suggestions for modifications are listed in the speaker notes of the Teacher Slideshow.</li> <li>If specific directions for yoga poses prove difficult, read the prompts and play the videos. Instruct students to move their bodies naturally mimicking what they see.</li> <li>The Student Document includes several options for writing templates. Provide students with scaffolding as appropriate to their reading and writing level.</li> <li>Possible extension: Look at the map to find an estuary near your school.</li> </ul> |

## Learning Standards

| Primary Standards  |
|--|
| Next Generation Science Standards  |
| K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.  |
| 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.   |
| Supporting Standards   |
| Common Core English Language Arts Standards  |
| CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.MATH.CONTENT.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.