

Life Cycle of Water (Water Cycle)

Please provide appropriate supervision to the children in your care when completing all lessons. You will need to decide what types of lessons are safe for the children in your care. Appropriate and reasonable caution should be used when providing art and sensory experiences for children.

Age Group:

Preschool

Objectives:

- Children will observe where does water come from
- Children will be able to compare and contrast between spring water/tap water, and fresh/salt water
- Children will engage with or observe water in nature (lakes, rivers, underground cave pools)
- Children will distinguish which kind of water safe to drink/consume (salt/fresh)
- Children will explore different forms/states of water
- Children will determine why water is important
- Children will identify ways we use water, what is used for and how do we conserve it
- Children will explore if water taste the same

Standard:

(Leave this blank)

Materials:

- pictures of water (different states), animals that live in water
- books
- videos
- water tub/sensory table (sink vs. float experiment)
- ice
- songs

Procedure:

During circle time - start by reading a book about water to the children. Share pictures with the children of water in the different states and allow them to pass the photos around. Show a video that explains where spring water is and where we get our tap water from.

Visit the bathroom and look at water pipes from the sink and the toilet and talk about where the water comes from and where is goes when we flush/down the sink drain.

Move to the table and do the sink vs. float experiment with toys from the room. While at the tables use a water bottle and make a water tornado and fill with with objects for use later as a sensory bottle.

Centers will focus on water (ex: In the book center - add books about water, In the art area have projects about water.)

Adaptations:

Children that do not like playing in the water/getting wet - putting water or ice in a ziploc bag, using a sensory bottle with water inside and coloring, orbeez sensory station.

Children that do not want to run in the sprinkler/hose water can instead can cloud gaze and learn about where clouds get water

Children that do not want to touch water - put shaving cream in a cup and use food coloring to show how rain falls and the path it takes.

Assessment:

Where the children able to answer the questions listed in objectives (using KWL chart or discussion during circle). Use a game that engages in water questions and see if they know the answers.

Extension:

Use spray bottles and mist the children and let them taste water from different places (tap vs filtered or other states if you have access)

Go outside and let the children run in the sprinkler/hose water and let them spray one another with the spray bottles

Explore a local park and looks for rivers, ponds, lakes that we can see

Field trip to the local water park/splash pad

Go outside and lay on the ground and observe the clouds while talking about how clouds carry water and rain on us during certain times in the year.