



# Water Wows!

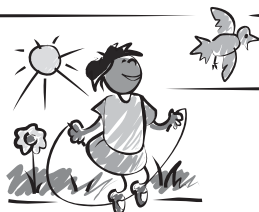


It's fun to learn facts about water. After reading the statement about water, ask students to list several examples of living things. For each living thing, ask students if it needs water for survival. For an additional activity, you may want to make a chart that includes the following headings: Living Things and Nonliving Things. Have students place the names of things under the correct headings.

Sunshine State Standards (K-2): SC.F.1.1, SC.G.2.1



# Our Water Cycle



Introduce students to the concept of the water cycle. Since the earth was formed, water has been moving in the environment through a continuous cycle called the *hydrologic cycle* or *water cycle*. The sun is the energy source that moves water through the different parts of the cycle. Use the illustration of the water cycle to show how a water drop can move through the different places on the picture.

Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1; SC.A.1.1, SC.B.1.1, SC.B.2.1, SC.D.1.1, SC.H.2.1



# Our Water Bodies



Water bodies can exist in many different shapes and sizes. Some water bodies contain fresh water and other water bodies contain salty water. A few areas of water commonly found in Florida include the following: an ocean, rivers, creeks, lakes, wetlands, estuaries and ponds. Read about four different types of water bodies and then ask students to respond to the questions that follow.

Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1, LA.C.3.1; SC.D.1.1, SC.D.2.1



# What Needs Water?

Review examples of things that need water and things that don't need water. Read the directions for the activity together. Then ask students to complete the activity and discuss their answers.

Sunshine State Standards (K-2): LA.A.1.1; SC.F.1.1, SC.G.1.1



## Be a Water Saver

You may want to play the game after students have completed the other parts of the newsletter. To prepare for the game, ask students to explain the importance of saving water. Have students offer suggestions for saving water at home and at school. Read the directions for the game together. Then divide the class into groups of no more than six players and play the game.

Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1; SC.F.1.1, SC.G.2.1; SS.D.1.1



## A Water Rebus

Explain that a rebus is a story that uses pictures in place of some of the words. Read the water rebus together. For an extra activity, ask students to develop a water rebus of their own.

Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1, LA.B.1.1, LA.B.2.1; SC.G.2.1; SS.D.1.1



## Water Watcher Activity

This experiment introduces students to the concept of condensation. The experiment will show that when ice in a jar melts, it will cause water vapor on the outside of the jar to condense and eventually form droplets. This is similar to water vapor in the air condensing to form clouds, which eventually may become heavy enough to fall in the form of rain or, in some areas, sleet or snow. After reading the directions together and conducting the experiment, have students answer the questions that follow. For an additional challenge, ask students to demonstrate the experiment for their families at home.

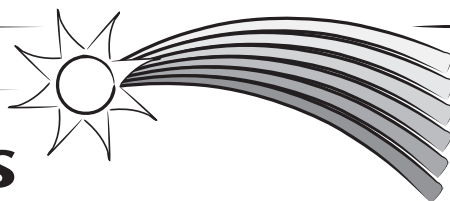
Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1, LA.C.3.1; SC.A.1.1, SC.D.1.1, SC.H.1.1, SC.H.2.1



## Rainbows

A rainbow is sunlight that spreads out its spectrum of colors across the sky after a rainfall. The sun is always behind you when you face a rainbow. Ask students if they have ever seen a rainbow. Read the information about rainbows. Then ask students to color the picture and make a list of the colors found in a rainbow. For an extra activity, have students create their own rainbow picture and write a description to go with it.

Sunshine State Standards (K-2): LA.A.1.1, LA.A.2.1, LA.B.2.1; SC.B.1.1, SC.H.2.1; VA.A.1.1, VA.B.1.1



# Our Water Cycle

