



Water Works – Stage 1


Earth and Space Strand


Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11
------	---	---	---	---	-------	---	---	---	---	---	---	---	---	---	----	----


Outcome	Lesson Sequence – Overview	Resources	Word Wall
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> observe and describe water identify uses of water identify a source of water describe ways to use water responsibly <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> use talk to report on observations and reflect on their experience of water record their personal experience of water. 	<p>Lesson 1 Wondering about water – Lesson focus p9</p> <ul style="list-style-type: none"> To capture students' interest and find out what they think they know about water (one of Earth's resources) and how it is used in a variety of ways. To elicit students' questions about water, where it comes from and how to use it responsibly. <p>Students:</p> <ul style="list-style-type: none"> <i>use their senses to describe water</i> <i>record and share their ideas about water</i> <i>discuss their ideas and questions for the class 'Wondering about water' wall.</i> 	<p>For the class</p> <ul style="list-style-type: none"> class science journal word wall 'Wondering about water' wall (see 'Preparation') containers (eg, jugs or bottles) filled with water 1 enlarged copy of 'Wonderful water' (Resource sheet 1) <p>For each student</p> <ul style="list-style-type: none"> science journal 1 small container (eg, a clear plastic cup) 1 copy of 'Wonderful water' (Resource sheet 1) 	<p><i>beach</i></p> <p><i>clean</i></p> <p><i>clouds</i></p> <p><i>community</i></p> <p><i>dam</i></p> <p><i>damp</i></p> <p><i>detectives</i></p> <p><i>drink</i></p> <p><i>droplet</i></p> <p><i>environment</i></p> <p><i>evaporation</i></p> <p><i>flow</i></p>
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p>	<p>Lesson 2 Water walk – Lesson focus p16</p> <ul style="list-style-type: none"> To provide students with hands-on, shared experiences of water use at school. <p>Students:</p> <ul style="list-style-type: none"> <i>explore the school to find evidence of water use</i> 	<p>For the class</p> <ul style="list-style-type: none"> class science journal word wall 'Wondering about water' wall <i>optional:</i> digital camera <p>For each student</p>	<p><i>fresh</i></p> <p><i>frozen</i></p> <p><i>glacier</i></p>


<ul style="list-style-type: none"> • make predictions about where water is used and accessed at school • observe and describe water uses and water access points around the school • identify examples of water being used responsibly or irresponsibly. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • contribute to discussions about water use at school • use oral, written and visual language to record and report observations of water use at school 	<ul style="list-style-type: none"> • <i>record their observations</i> • <i>share their observations.</i> 	<ul style="list-style-type: none"> • science journal 	<p><i>groundwater</i></p> <p><i>hail</i></p> <p><i>hose</i></p> <p><i>hydrant</i></p> <p><i>ice</i></p> <p><i>journal</i></p> <p><i>lake</i></p> <p><i>leaks</i></p> <p><i>observe</i></p> <p><i>ocean</i></p> <p><i>pipes</i></p> <p><i>plants</i></p> <p><i>pond</i></p> <p><i>pool</i></p> <p><i>precipitation</i></p> <p><i>rain</i></p> <p><i>record</i></p> <p><i>reservoir</i></p>
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> • observe what happens to rain falling on different surfaces • observe rain soaking into and 	<p>Lesson 3 <u>Rain, rain – Lesson focus p22</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences of what happens to rain falling on different surfaces. <p>Session 1 It's raining</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>model what happens when it rains</i> • <i>investigate rain falling on a variety of surfaces</i> • <i>record and discuss observations.</i> 	<p>Session 1 For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • team roles chart • team skills chart • 'Wondering about water' wall • 1 enlarged copy of 'Rain, rain' (Resource sheet 2) • water • <i>optional:</i> digital camera 	<p><i>precipitation</i></p> <p><i>rain</i></p> <p><i>record</i></p> <p><i>reservoir</i></p>

<p>running off different surfaces</p> <ul style="list-style-type: none"> record and share observations <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> use language to reflect on experiences of rain follow instructions to complete an investigation about the effect of rain on different surfaces use language to record and report on observations of rain falling on different surfaces. 	<p>Session 2 Ground water</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> <i>observe a ground water model.</i> 	<p>For each team</p> <ul style="list-style-type: none"> role wristbands or badges for Manager and Speaker each team member's science journal 1 copy of 'Rain, rain' (Resource sheet 2) for each team member 1 cup (eg, paper, plastic or polystyrene) with small holes in the bottom (see 'Preparation') <p><i>Note: This cup will also be used in Lesson 4.</i></p> <ul style="list-style-type: none"> 1 bottle of water (eg, 500 mL–1 L) <p>Session 2 For the class</p> <ul style="list-style-type: none"> class science journal word wall 'Wondering about water' wall transparent container (eg, clear 2 L plastic bottle with neck cut off) 1 cup washed coarse gravel (eg, 1–2 cm diameter pieces) food colouring container (eg, jug, bottle or watering can) filled with coloured water long eye-dropper or plastic syringe 	<p><i>resources</i></p> <p><i>responsible</i></p> <p><i>river</i></p> <p><i>runoff</i></p> <p><i>salty</i></p> <p><i>science</i></p> <p><i>shower</i></p> <p><i>snow</i></p> <p><i>stream</i></p> <p><i>supply</i></p> <p><i>surface</i></p> <p><i>tap</i></p> <p><i>transport</i></p> <p><i>treatment</i></p> <p><i>underground</i></p> <p><i>use</i></p> <p><i>warm</i></p>
--	---	--	---

<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> • follow directions to conduct an investigation • make and share observations about the movement of water • identify rivers, dams and reservoirs as places where rainwater collects <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • follow instructions to make a model • use language to report observations of the movement of water across the landscape • create a labelled diagram to represent a model. 	<h2>Lesson 4</h2> <p><u>Go with the flow – Lesson focus p30</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences of exploring the movement of water across the landscape. <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>discuss the movement of water</i> • <i>use a model to represent the movement of water across the landscape</i> • <i>discuss how water moves across the landscape and can be contained in a dam.</i> 	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • team roles chart • team skills chart • 'Wondering about water' wall • bucket filled with water • sand or sandpit • food colouring (eg, dark colour) • <i>optional:</i> digital camera <p>For each team</p> <ul style="list-style-type: none"> • role wristbands or badges for Manager and Speaker • each team member's science journal • access to sand/sandpit • 1 cup or bottle (eg, 500 mL) of dark-coloured water • 1 cup (eg, paper, plastic or polystyrene) with small holes in the bottom (from Lesson 3) • <i>optional:</i> 1 rectangular container (eg, 1–2 L capacity) to build model in • <i>optional:</i> 8 toothpicks and small pieces of paper 	<p><i>wash</i></p> <p><i>water</i></p> <p><i>water cycle</i></p> <p><i>waterfall</i></p> <p><i>water table</i></p> <p><i>wet</i></p>
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and</p>	<h2>Lesson 5</h2> <p><u>My water story – Lesson focus p35</u></p>	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • 'Wondering about water' wall 	

<p>identifies Earth's resources</p> <ul style="list-style-type: none"> represent stages in the journey of water from a source to a point of use. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> use language and gestures to model the water supply system organise and annotate images to represent the water supply system use scientific vocabulary appropriately in their writing and talking. 	<ul style="list-style-type: none"> To support students to represent and explain their understanding of sources of water and how it is collected, transported, accessed and used, and to introduce current scientific views. <p>Students:</p> <ul style="list-style-type: none"> <i>role-play the journey of water from a source to a point of use</i> <i>create a storyboard that represents the journey of water.</i> 	<ul style="list-style-type: none"> 1 enlarged copy of 'My water story' (Resource sheet 3) <i>optional:</i> CD player and 'watery music' CD <p>For each student</p> <ul style="list-style-type: none"> science journal 1 copy of 'My water story' (Resource sheet 3) <i>optional:</i> access 'My water story' images from the <i>Water works</i> unit section of the PrimaryConnections website at: www.primaryconnections.org.au 	
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> observe water uses at home record their observations about water uses share observations and contribute to the construction of a class graph 	<p>Lesson 6 <u>Investigating water use at home – Lesson focus p41</u></p> <ul style="list-style-type: none"> To support students to plan and conduct an investigation of water usage at home. <p>Session 1 Water detectives</p> <p>Students:</p> <ul style="list-style-type: none"> <i>predict how water is used at home</i> <i>survey the patterns of water use at home</i> <i>record their observations.</i> <p>Session 2 Graph it!</p> <p>Students:</p> <ul style="list-style-type: none"> <i>share their observations</i> 	<p>Session 1 For the class</p> <ul style="list-style-type: none"> class science journal 1 enlarged copy of 'Home water detectives' (Resource sheet 4) <p>For each student</p> <ul style="list-style-type: none"> 1 copy of 'Home water detectives' (Resource sheet 4) <p>Session 2 For the class</p> <ul style="list-style-type: none"> class science journal word wall 'Wondering about water' wall 	

<ul style="list-style-type: none"> identify patterns in a column graph to compare the frequency with which water is used for different purposes. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> use oral, written and visual language to report observations and reflect on experiences of water use at home contribute to discussion to develop a class graph retrieve information from a graph. 	<ul style="list-style-type: none"> <i>create a class graph showing patterns of water use at home</i> <i>discuss and interpret their observations.</i> 	<ul style="list-style-type: none"> poster paper or cardboard to create a class graph <p>For each student</p> <ul style="list-style-type: none"> completed 'Home water detectives' (Resource sheet 4) science journal 	
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> describe how water is used by other people describe ways water is used responsibly by other people, industries or 	<p>Lesson 7 <u>Community water use – Lesson focus p49</u></p> <ul style="list-style-type: none"> To support students to plan and conduct an investigation of other people's use and management of water. <p>Session 1 Interview planning</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> <i>brainstorm questions and plan an interview with a guest speaker.</i> <p>Session 2 Guest speaker</p> <p><u>Students:</u></p>	<p>Session 1 For the class</p> <ul style="list-style-type: none"> class science journal <p>For each student</p> <ul style="list-style-type: none"> paper to record questions <p>Session 2 For the class</p> <ul style="list-style-type: none"> class science journal word wall 'Wondering about water' wall <i>optional:</i> digital camera <i>optional:</i> video camera 	

<p>organisations in the community.</p> <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • use oral language to inquire and clarify understanding through preparing and asking questions • speak and listen in ways that enhance communication with others • recount key ideas heard in an oral presentation. 	<ul style="list-style-type: none"> • <i>interview a guest speaker</i> • <i>recount events in their science journals.</i> 	<p>For each student</p> <ul style="list-style-type: none"> • science journal • prepared question from Session 1 	
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> • describe ways they and others use water • identify the source of their water and how it is transported • identify ways to use water responsibly. <p>ST1-1WS-S</p>	<p>Lesson 8 <u>Informative Interviews – lesson focus p56</u></p> <ul style="list-style-type: none"> • To provide opportunities for students to represent what they know about water (one of Earth's resources) and how it is used in a variety of ways, and to reflect on their learning during the unit. <p>Students:</p> <ul style="list-style-type: none"> • <i>review the unit by using the class science journal, word wall, 'Wondering about water' wall and other resources developed during the unit</i> • <i>record and share their ideas about water in an interview</i> • <i>reflect on their learning during the unit.</i> 	<p>For the class</p> <ul style="list-style-type: none"> • class science journal • word wall • team roles chart • team skills chart • 'Wondering about water' wall • <i>optional:</i> digital camera <p>For each student</p> <ul style="list-style-type: none"> • role wristbands or badges for Manager and Speaker • each team member's science journal • each team member's copy of 'Wonderful water' (Resource sheet 1) from Lesson 1 	

observes, questions and collects data to communicate and compare ideas

- use language to clarify their understanding and reflect on their experiences
- use language and visual representations to communicate their ideas
- speak and listen in ways that enhance communication with others.

- *optional*: 1 new copy of 'Wonderful water' (Resource sheet 1) per team member
- *optional*: cardboard for posters

