

SNWA Goal 2 Objective 2.2 **CCSD Curriculum Essentials Framework**

Science

It is expected that students will:

(5)5.12 describe and compare the components and interrelationships of a simple system [NS 20.5.3]

English Language Arts

It is expected that students will:

(5)10.1 participate in conversations and group discussions as a contributor and leader [NS 10.5.1]



Purpose: This activity can be used to assess prior knowledge about what happens to “used” water.

Time: 45-50 minutes

You will need:

- chart or poster paper for each group, prepared ahead of time with questions written at the top

Possible questions:

- ◆ Where does the shower or bath water go when you pull the plug?
- ◆ Where does the water go when it rains?
- ◆ Where do the water and waste go when you flush the toilet?
- ◆ Where does the water go that runs into the street from watering lawns, washing cars, etc.?
- ◆ Where does the water in the flood channels go?
- ◆ Where does the water from the drinking fountains at school go?
- ◆ Where does the water from the washing machine go?
- ◆ Where does the water from the volcano and waterfall at the Mirage go?
- ◆ Where does the water from the rides at Wet 'n Wild go?

- chart paper for group responses



Introduction

1. Pour a glass of water down the drain, and pose these questions, “Where does this water go? Is it lost forever? Does it reappear somewhere else?”

Making Discoveries

2. Give each small collaborative group of students a sheet of paper with one of the questions above written at the top of it.
3. Groups discuss the questions and write a response at the bottom of the page.
4. Each group then folds the page over so that their response is covered. The group passes its sheet on to the next group.

5. Each group repeats the activity with the new question, folding the paper up and over the response each time. When all questions have been discussed by each group, the papers are unfolded, examined, and discussed by the original group.

Closing

6. Each group reports back on the question it has examined.
 - Were any of the responses similar?
 - How were the ideas different?
 - How could we find out the correct answers?
7. As students share their ideas about how to find answers, record them on large chart paper for student reference.

Extension

Partners or groups could use the ideas generated from this activity as they research what happens to our water. See plans for guest speakers in the “Water Wisdom” activity from the *Pouring it On* section of this unit.

