



CANADIAN FÉDÉRATION
WILDLIFE CANADIENNE
FÉDÉRATION DE LA FAUNE

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Water Lesson Plan

Topic A: Exploring Liquids

General Learner Expectations:

Students will:

2-1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed

2-2...record procedures and observations, using pictures and words; and make predictions and generalizations, based on observation

2-5 Describe some properties of water and other liquids and recognize the importance of water to living and non-living things

2-6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment

Specific Learner Expectations

Students will:

8. Recognize that water is a component of many materials and of living things

9. Recognize human responsibilities for maintaining clean water and identify actions that are taken to ensure that water supplies are safe

Rationale:

During this lesson, students will see how water interacts with other materials. After the experiment, students will discuss why clean water is important to people and what materials work best to filter the dirty water. They will see how this relates to their daily lives.

Materials:	jars	spoons	tubs
	newspaper	dirty water	
	paper towel	elastic bands	
	plastic	worksheet	
	cotton fabric	student problem	
		pages	

Initiating Activity:

Tell students to start by using their imaginations. This will help to give the lesson a context that they can relate to. Use a situation where the students only have access to dirty water, and they must figure out a way to clean it if they are to survive. Some suggestions are that they are stranded on a desert island, or they have just lived through a tornado that dirtied their fresh water supply.



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Body:

After setting the scene, present students with the problem page and the worksheet. Part of this lesson involves the students following directions on the worksheet, and working with their group to discover the answers. The teacher merely acts as facilitator and is there to assist and lead the large group discussion at the end. Below is the format for the students' problem page.

Cleaning Up

Problem: Which materials can we use to clean water?

Materials:

4 jars	spoon
newspaper	dirty water
paper towel	elastic bands
plastic	worksheet
cotton fabric	large tub

Procedure:

1. Place each material loosely over each jar and put an elastic band around it to make a filter. Put all five filters in your tub.
2. Put one spoonful of dirty water on each filter and watch the water that goes into the jar. Is the water in your jar clean? How much dirt was left on the fabric?
3. Complete the worksheet.
4. Discuss your results by answering these questions:
 - Which material would make the best raincoat? Why?
 - What can we do to keep our water clean?
 - Which materials made the best filters?
 - Which materials made the worst filters?
5. Add your group's input to the class discussion.

The worksheet is simply four large boxes on the page. Each box asks for the type of filter used and has a box for yes and one for no. The instructions read: Draw four of the



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filtration systems you tested. Check yes if the water was clean after filtering. Check no if the water is still dirty.

Concluding activity:

After all groups have had the chance to perform the experiment, complete the worksheet and discuss the results, bring the class back together. Discuss the results as a class. See if everyone had similar results. Why might have the results been a bit different? Discuss what kind of filter that they think they should use if they are in the situation that was discussed before.

Extensions:

Discuss why clean drinking water is important to all living things on earth. Relate this to environmental protection and human's responsibility. Possibly set up a field trip to a water treatment plant.

Integration:

Art - make a poster promoting water conservation

Language - write a journal article pretending that you were a water inspector for a day.

Evaluation:

The evaluation would be partly informal and partly formal. The teacher would walk around during the activity and observe cooperation, communication and problem solving skills. Also the worksheet could be collected to see how many students understood the task.