

Lesson 1

Why Do We Call Water A Liquid?

Key Ideas

- 1 Water pours.
- 2 Water fits its containers.
- 3 Water dissolves some things.
- 4 Water is absorbed by some things.
- 5 Water has weight.
- 6 Water can lift and carry things.
- 7 Water cleans.

Activity

Students will conduct experiments that examine water in its liquid form.

Materials

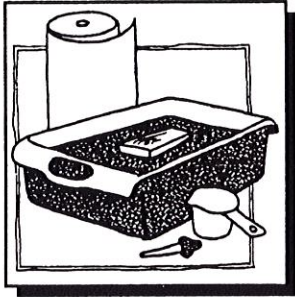
For each group of children: (See Procedure note on next page.)

Plastic dishpan or other sizeable container of water
Paper towels and wax paper
Cloth squares, about 2x4 inches
Plastic flowerpot holding an inch of rice on top of folded paper towel to cover drainage holes in bottom
Plastic flowerpot with an inch of soil in bottom
Small plastic block
Small wood block
Food coloring
Two sugar cubes
Eye dropper
Plastic measuring cup
3 tablespoons of vegetable oil

Procedure

- 1 Set up several areas in the classroom, each having a set of the above materials.

Procedure (cont.)



- 2 Divide children into small groups. Allow time for the children to see how many things they can discover about water, using the materials available.
- 3 Have the students:
 - Drop or pour water on paper towel, wax paper or cloth.
 - Pour water over rice and through soil. (the water will not be affected by the rice but on the soil the water will turn muddy)
 - Place food coloring, sugar cubes, vegetable oil, plastic and a wood block in the water.
- 4 Introduce the word liquid. Write it on the chalkboard and ask:
 - What other liquids do we know?
 - How can you tell something is a liquid?
 - How might we use water left over from our discoveries? (to watch how water behaves on other materials, to clean up)

Note: Depending on the group, the teacher may wish to select a small group of children to demonstrate the procedure as a model for the class to follow.
- 5 Record the children's discoveries on a class chart or by having the children write individual or group discovery stories. Introduce a creative writing activity. The stories can be collected and made into a class book.

Extension

Help the students understand the weight of water.

Materials needed are: a kitchen scale, measuring cups, and a clear container.

In Part I, the children saw that eight glasses of water are the recommended daily intake. Weigh an empty container

Extension (cont.)

capable of holding eight glasses of water. Fill the container with water and weigh again. (Since the children perceive both air and water as transparent, an inflated clear balloon or air-filled plastic bag may also be weighed. Weigh another balloon or bag full of water.)

Weigh an empty quart milk container, an empty plastic gallon jug, and several empty measuring cups (different sizes). Fill each of the containers with water and weigh again.

Make a bulletin board display of cutouts of the different containers and recorded weights. Discuss the relationship between sizes and weights.

