

Where Does the Water Go?

by Mario Lucca

Overview

Use this book to help children understand the process of water evaporation.

Literacy Focus *Word Count: 189 words*

High Frequency Words
always, does, from, goes, where, will

Content Words
water, heat, water vapor, air, liquid, gas, evaporation, evaporates, steam, wet

Decoding Skills

- **Base Words:** *evaporate (evaporates, evaporation)*
- **Vowel Digraphs:** *ea (heat, steam)*

- **Word Endings:** *-ed, -ing, -s, -es (rained, washed, boiling turns, changes, does, goes)*

**Comprehension/
Thinking Skills**

- Understanding cause and effect
- Comparing and contrasting
- Using text features: labels, symbols

Text Features

- Labels
- Symbols

**Writing/Speaking
and Listening**

- Writing words to match definitions
- Describing how water evaporates

Observe/Assess

See Using Graphic Organizers in the Assessment Handbook.

Science Focus

**Content and
Thinking Skills**

- Observing that heat changes water from a liquid to a gas
- Learning when water is a gas, it is called water vapor
- Learning that steam is a visible form of water vapor
- Using the terms *evaporates* and *evaporation* in discussing how water changes from a liquid to a gas

Background Information
Children will read about three everyday situations in which evaporation occurs. They will learn that different sources of heat can change water from a liquid to a gas (water vapor). The text uses the following examples of heat sources that cause evaporation: the sun, a clothes dryer, and the burner on an electric stove.

**Correlation to
National Standards**

Physical Science

- Properties of Objects and Materials

Science as Inquiry

See Standards Chart on page 204.

Literacy Focus

Set the Scene

Ask children to write a list of all the things they know about water. Allow five to ten minutes for this task. Have them share their ideas with the rest of the group. Compile their ideas on a group list.

Read and Discuss

Cover and Title Page

Show children the book. Point out the title and ask what they think this book will tell them about water. Refer to the list compiled earlier and predict what information might be included in the book.

Pages 2–3

Ask children to look at the picture and describe the water in the garden. Read the text together and share responses to the question on page 3.

Pages 4–5

Discuss the illustration. Ask:

What is water vapor?

What do you think the arrows mean?

Read the text together. Suggest that children look for the word endings *-ed*, *-es* and *-s* to help them decode the text. Before children begin, you might want to focus on the terms *evaporation* and *evaporates* and their meanings.

Pages 6–9

Have children read the pages. Then compare the evaporation of water in a dryer with evaporation in a garden. Ask:

How is this like the sun drying the garden?

What is different?

Pages 10–12

Explore the similarities and differences between this example and the earlier ones.

Respond

- Point out the base word *evaporate* in *evaporation* and *evaporates*. Explain how the endings change how the word is used.

○	○	○
evaporate + s = evaporates		
evaporate – e + ion = evaporation		

- Focus on the *ea* vowel digraph in the words *steam* and *heat*. Have children think of other examples.



Content Words

Activity Master, page 188

Use the Activity Master, page 188, to help reinforce children's knowledge of the content words by having them complete the sentences.



Meeting

Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

Science Focus

Science Concept

Heat changes the form of water from a liquid to a gas.

Activities

Collecting Water Vapor

In small groups, have children observe the steam rising from hot water. Hold a saucer over boiling water so that the steam can collect on the bottom of the

saucer. Show the children the water collected. How did the water get there? Ask children to write or tell their ideas in order to assess their understanding.

The Water Cycle

Look through science books for a chart that shows the water cycle. After discussing it, display the chart in the classroom so that the children can refer to it again.

Evaporation Observation

Invite children to place a pan of water in a sunny window or near a source of heat. Have them check the pan periodically to see how long it takes for the water to evaporate.



Crossword Puzzle

Activity Master, page 189

Have children complete the crossword puzzle on the Activity Master, page 189.

Name _____

Where Does the Water Go?

Use the words in the Word Bank to complete the sentences.

Word Bank

Steam
liquid

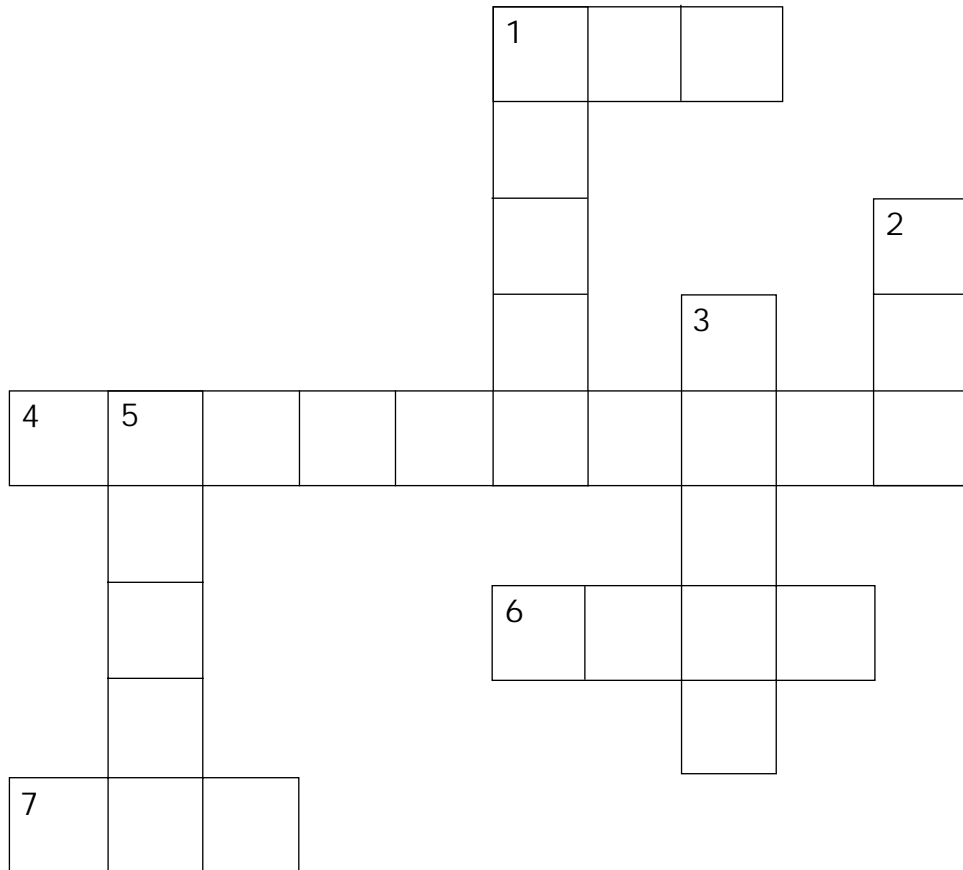
water
Heat

Vapor
evaporation

1. We drink _____ .
2. When water is in a _____ form, it can be poured.
3. _____ causes water to change.
4. _____ is a type of water vapor.
5. The changing of water from a liquid to a gas is called _____ .
6. _____ is a form of water that can't be seen.

Where Does the Water Go?

Write the word for each clue in the right squares in the crossword puzzle.



Across

- 1. Not dry
- 4. When water changes from a liquid to a gas
- 6. Something that causes water to change
- 7. Not wet

Down

- 1. Something we drink
- 2. Not a solid or a liquid
- 3. A type of water vapor
- 5. A form of water that can't be seen