

# Hey, Water!

## Antoinette Portis

### SIBERT HONOR BOOK

NEAL PORTER BOOKS / HOLIDAY HOUSE

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*Water is all around, water is everywhere. Water is part of **every** living thing!*

**ESSENTIAL QUESTIONS:** Think about it and discuss.

1. How do we use water?
2. Why is water important in daily life?
3. How does water affect human life?
4. How does water travel?
5. How does water change?
6. How does water disappear?
7. How much water do I use in my everyday activities?
8. How important is clean water to one's survival?
9. Do we have a right to clean water?
10. What are the physical properties of water?
11. How does water change as it moves through the **water cycle**?
12. How is the weather part of the water cycle?
13. How do humans affect their water supply?
14. How can you prevent wasting water and keeping it clean?

#### WORD WORK

Below are water words from the book, *Hey, Water!* Before reading the new vocabulary with the group, brainstorm words that are a **form of water** or **contain water**. Create a chart or word wall. See how many of the vocabulary words you come up with.

**New Vocabulary:**

Steam	Dew	Iceberg	Tear	Snowflake	River
Faucet	drop	Bathtub	Puddle	Shower	Ice cube
Sprinkler	Cloud	Glass	Rain	Stream	Ocean
Fog	Rink	Pool	Snowman	Hose	Lake

Categorize the words into 2 columns: **Different Forms of Water & Things that Contain Water.**

Read/listen to the book, *Hey, Water!* To find out; who, what, where, when, how and why water is our most important natural resource!

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in *Hey, Water.*

Identify the main topic of *Hey, Water!* as well as the focus of specific paragraphs within the book.

Describe the connection between a series of scientific ideas and concepts in the book. (Water cycle)

Determine the meaning of words and phrases in the book using different strategies. Explain the strategies you used including reading words in context, using a dictionary.

Distinguish the shades of meaning among closely related **verbs** and **adjectives** that Antoinette Portis uses in the story.

Trickle	Hide	Hide
Gurgle	Drift	drift
Spray	Splash	Salty
Rush	Play	Surging
Blast	Yell	Mysterious
Huff	Roar	Hard
whistle	Pour	Quiet
Puff	Stomp	Calm

Go back to the story and identify real-life connections between the words above and the “water words” in the book. Ex) the ocean is salty and surging

Find examples of how Antoinette Portis uses figurative language in the story. Discuss the literal and non-literal meanings.

*“Sometimes you lie quiet and calm”*

*“. . . you wink at me from blades of grass”*

*“Sometimes you freeze soft as a feather and fancier than lace.”*

What text features in the book including; diagrams, captions, bold print, helped you to locate key facts or information?

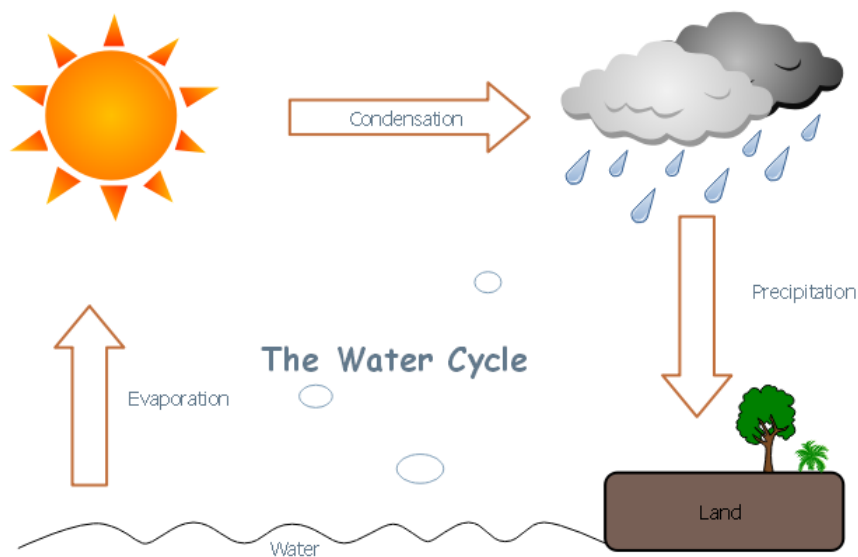
Identify the main purpose of *Hey, Water!* What does the author want to answer, explain, or describe?

Explain how specific images and illustrations help understand the concepts and ideas.

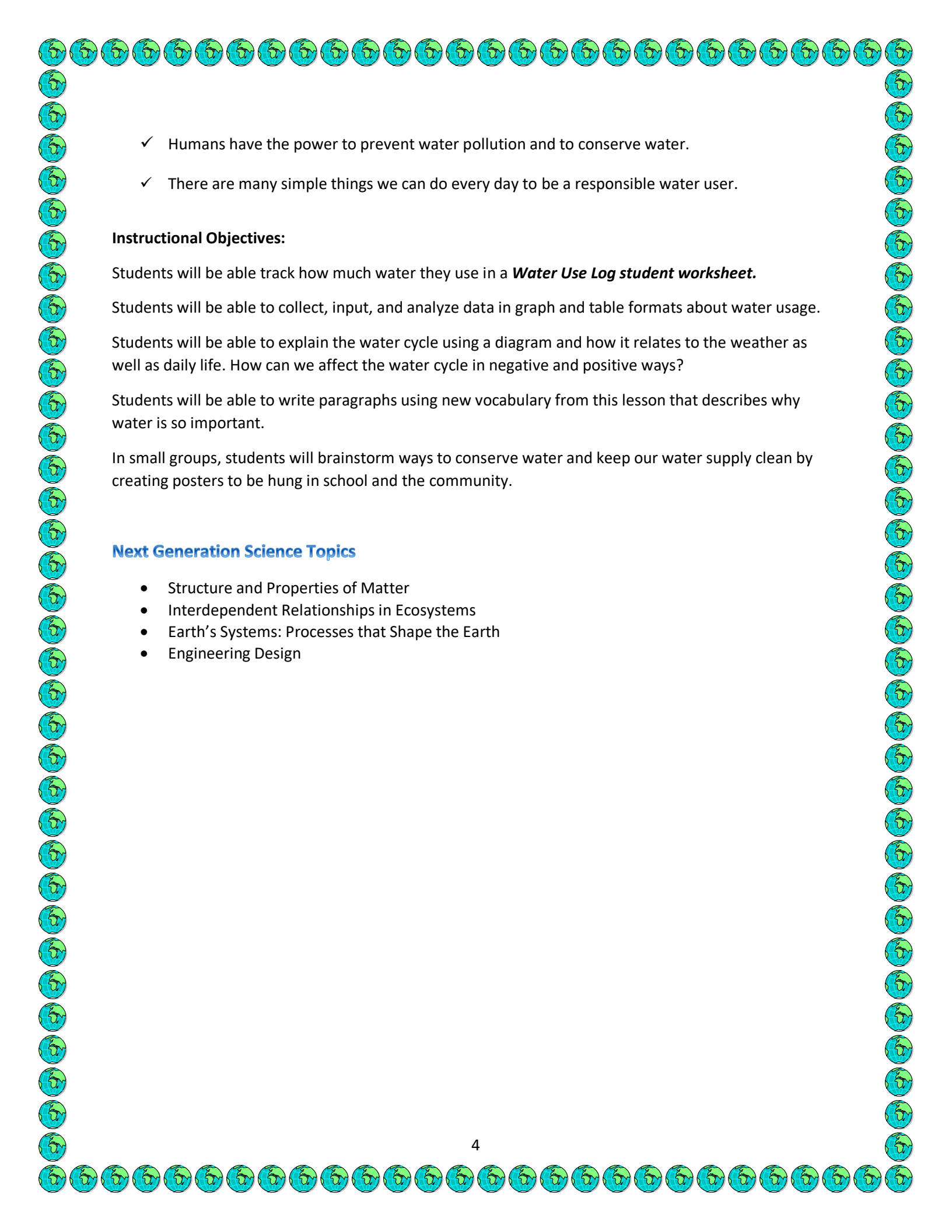
Describe how reasons support specific points the author makes in the book.

**Facts:**

- ✓ Water is essential to all life on Earth.
- ✓ Water exists in three phases: solid ice, liquid water, and gaseous water vapor. Water can freeze, melt, evaporate, and condense.
- ✓ **A water cycle diagram** is a way to show how water is continuously recycled through the processes of **evaporation**, **condensation**, **precipitation** and **collection**.



- ✓ There are **four** main stages in the water cycle.
- ✓ They are evaporation, condensation, precipitation and collection.
- ✓ The **water cycle** describes how **water** evaporates from the surface of the earth, rises into the atmosphere, cools and condenses into rain or snow in clouds, and falls again to the surface as precipitation.
- ✓ Weather and climate all around the world relates to the water cycle.
- ✓ Each of us uses water every day.

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- ✓ Humans have the power to prevent water pollution and to conserve water.
  - ✓ There are many simple things we can do every day to be a responsible water user.

**Instructional Objectives:**

Students will be able track how much water they use in a ***Water Use Log student worksheet***.

Students will be able to collect, input, and analyze data in graph and table formats about water usage.

Students will be able to explain the water cycle using a diagram and how it relates to the weather as well as daily life. How can we affect the water cycle in negative and positive ways?

Students will be able to write paragraphs using new vocabulary from this lesson that describes why water is so important.

In small groups, students will brainstorm ways to conserve water and keep our water supply clean by creating posters to be hung in school and the community.

**Next Generation Science Topics**

- Structure and Properties of Matter
- Interdependent Relationships in Ecosystems
- Earth’s Systems: Processes that Shape the Earth
- Engineering Design

## Water Use Log- How Much Water Do You Use in a Week?

### Toilet Flushing

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 5 gallons = \_\_\_\_\_

### Short Shower

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 25 gallons = \_\_\_\_\_ (5-10 minutes)

### Long Shower

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 35 gallons = \_\_\_\_\_ (>10 minutes)

### Tub Bath

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 35 gallons = \_\_\_\_\_

### Teeth Brushing

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 2 gallons = \_\_\_\_\_

### Washing Dishes with running water

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 30 gallons = \_\_\_\_\_

### Filling a Basin Using Dishwasher

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 20 gallons = \_\_\_\_\_

### Washing Clothes

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

\_\_\_\_\_ x 40 gallons = \_\_\_\_\_ Grand Total = \_\_\_\_\_

## Hey, Water! Activities

Using the vocabulary words from the story put the different forms of water in the correct box.

Solids	Liquids	Gases

### How Many Drops of Water Can a Penny Hold?

**Supplies:**

Eye dropper  
Penny  
Water

1. Use a medicine dropper to drop water onto a penny one drop at a time. *How many drops will the penny hold before the water spills?* The amount may be a surprise!

### KOOL-AID PAINTING

**Supplies:**

Unsweetened Kool-Aid powder different flavors  
White paper  
Ice cubes

1. Sprinkle unsweetened Kool-Aid on a piece a paper.
2. Have the children move a piece of ice over the Kool-Aid.
3. Watch as the Kool-Aid turns to liquid and makes a yummy smelling picture.

### MORE KOOL-AID ART

1. Sprinkle Kool-Aid crystals onto a piece of paper.
2. Have children spray water from a spray bottle onto the paper.
3. Use different colored Kool-Aid mix.
4. For added adventure, you may choose to take children out into the rain with a piece of paper that has Kool-Aid on it.



## OCEAN IN A BOTTLE . . .

### Supplies

A clean, empty two-liter plastic bottle with a cap  
Clear vegetable oil  
Water  
Funnel  
Blue food coloring,  
Shells and sea creatures; use lightweight items that float  
1 teaspoon of glitter  
White craft glue  
Hot glue gun (to be used ONLY by an adult).

1. Fill bottle halfway with water.
2. Add a few drops of blue food coloring and swirl around to mix.
3. Add glitter and sea creatures/shells.
4. Fill bottle the rest of the way with vegetable oil using a funnel.
5. Make sure that cap and rim are dry.
6. Apply white glue around the rim and seal cap.
7. Use a layer of hot glue around the outside edge of the cap for additional protection from leakage.
8. Turn the bottle on its side to create a wave in this ocean habitat!

## WATER EVAPORATION

### Supplies

Jars with lids  
Jars without lids  
Water  
Ruler

Each student can have a jar or you can have 2 jars for the class

1. Fill two jars with the same amount of water and mark the level of the water on the outside of the jars. Put a lid on one of the jars.
2. Measure the water level with a ruler
3. Have students predict what will happen to the water in the jars.
4. Put the jars in a sunny place for a few days.
5. Re-measure the water levels and compare.
6. Discuss the results with the students

Have students note that there is more water gone from the jar without lid and that inside the jar with the lid they can see tiny drops of water.

### **Ask questions such as . . .**

What happened to the water in the jar with no lid? (The water went into the air. It evaporated.)

What happened to the water in the jar with a lid? (The water stayed in the jar, Because of the lid, the water wasn't able to escape or evaporate.)



## CARNATION SCIENCE

### Supplies:

White carnations (enough for the class/group)  
Tall cups  
Food coloring (dark colors)  
Water  
Science journal, pencil

1. Fill cups with water and add a few drops of food coloring.
2. Leave the carnations out of water to 1 – 2 hours until it starts to wilt a bit.
3. Cut 1" from the stem.
4. Place carnations colored water. (Cover 6" of stem with water)
5. Predict what will happen to the flowers. Write prediction in science journal.
6. Observe what happens to the carnation. Take notes in science journal.
7. Discuss.

## OSMOTIC CELERY

### Supplies:

Celery stalks (enough for the class/group)  
Tall cups  
Food coloring (dark colors)  
Water  
Science journal, pencil

1. Repeat the experiment above using celery stalks.
2. Have students predict what will happen in their science journal based on "Carnation Science" results.
3. Have students compare and contrast the 2 experiments.

## The Scientific Method

1. Ask a question
2. Gather information and observe (research)
3. Make a hypothesis (guess the answer)
4. Experiment and test your hypothesis
5. Analyze your test results
6. Present a conclusion

Guide created by Marla Conn

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