

# Evaporation

4

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2

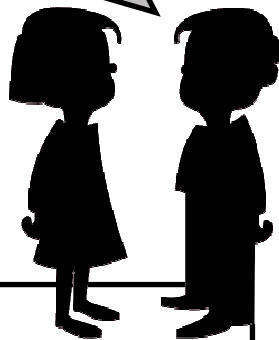
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Level

## Big Idea

Evaporation is the process where water is changed from a liquid to a gas.

The activity is aimed at this level but can be modified to suit other levels.



## What you need to know

- Water can exist as a liquid, solid or gas.
- A substance evaporates when it changes from a liquid state to a gas state.
- Evaporation can happen at any temperature.
- When water evaporates it changes from its liquid form into the invisible gas known as water vapour.
- Water in an open container will evaporate but water in a closed container does not.

## Learning Intentions

- ✓ We are learning what evaporation is and where water goes when it evaporates.

## Success Criteria

- ✓ I can explain what evaporation is.
- ✓ I can explain where water goes when it evaporates.

## Other Resources

### Building Science Concepts

Where's the water (Level 1/2)  
Water and weather (Level 3/4)

### Connected

Making Puddles (Number 1, 2000)  
An interview with a glass of water (Number 2, 2002)  
The water cycle (Number 2, 2002)

### Assessment Resource Bank

MW6356 – Where did the water go? – part 1  
MW6357 – Where did the water go? – part 2  
MW5079 – Effect of surface area of evaporation  
MW6278 – Evaporating water

## Curriculum Links

### Nature of Science

Investigating in science – Extend their experiences and personal explanations of the natural world through exploration, play, asking questions and discussing simple models. (L1/2)

Communicating in science – Build their language and develop their understandings of the many ways the natural world can be represented. (L1/2)

### Material World

Properties and changes of matter – Observe, describe and compare physical properties of common materials changes that occur when materials are mixed, heated or cooled. (L1/2)

### Key Competencies

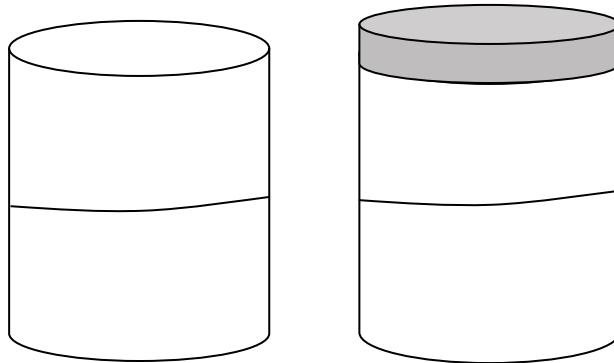
Using language, symbols and text – Use scientific language.

## What you need

- 2 glass jars (one with a lid)
- Water
- Marker pen

## What to do

1. Put the same amount of water in each jar and the lid on one of the jars.
2. Place the jars in a sunny place.
3. **Predict** – What do you think will happen over the next few days? What effect will the lid have?
4. **Observe** – Get the children to mark on the sides of the jars the level of the water.
5. **Explain** – Where has the water in the open jar gone? Where has the water in the closed jar gone? Why is there a difference?



## What's Next?

Try using different shaped containers to see if this affects the rate of evaporation. (eg – flat dish, jar, bottle).

