

Where does the water go?

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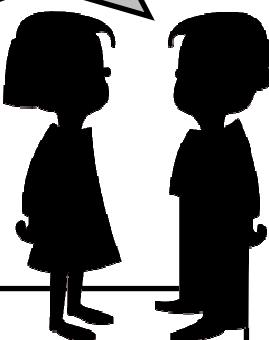
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Level

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. The water is still there but has just changed state.
- Factors such as surface area, wind and heat will affect the speed at which evaporation occurs.
- Evaporation occurs as part of the water cycle.

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

MW5360 – The disappearing puddle

MW6302 – Disappearing 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

Part 1

- Water
- A concrete surface
- Chalk

Part 2

- Water
- Paper towels
- Pen

What to do

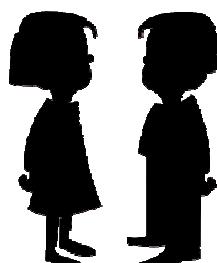
Part 1

1. Create a puddle of water on the concrete.
2. Draw around the puddle with a chalk line.
3. **Predict** - What do you think will happen?
4. **Observe** what happens over a period of time. Each time the puddle is checked draw a new chalk line around it.
5. **Explain** – Get the children to draw pictures of what happened and write their explanations about what they think happened.

Part 2

1. Draw around your hand on the paper towel.
2. Wet your hand.
3. Place your wet hand on the paper towel, inside the hand outline.
4. **Observe** – What do you see on the paper towel? How do you think the handprint was made?
5. **Predict** – What do you think will happen to the hand print? Write down all the possibilities.
6. **Observe** – Leave the hand print for a period of time and watch what happens.
7. **Explain** – What happens to the hand print? Why is the towel no longer wet? Where did the water go?

Discuss examples of evaporation in everyday life (eg - puddles drying up after rain, drying clothes, dishes drying on the bench, sweating, drying after a swim, and pots boiling dry).



What's Next?

Try the same investigations on cloudy or windy days. Does the rate of evaporation change in different conditions?

Find out about the water cycle.