

Where Did the Water Go?

CAUTION: Teacher demonstration only – take due care.

Focus

To develop the concept of the water cycle, students explore through hands-on activities elements of the water cycle. Water can take on many forms such as liquid, solid and gas. This activity allows teachers to encourage students to employ the scientific approach of predicting, testing and explaining, while integrating language and art.

The experiment demonstrates the principles of a water cycle and how water can change its form when exposed to high and low temperatures. A water cycle is created in the classroom using an electric frypan and sheet of glass.

Materials

- Electric frypan
- Sheet of glass or glass lid
- Glass of water and spoon

Procedure (Teacher Demonstration)

- Heat up the frypan and seat the students around it.

Predicting

- Encourage students to predict what will happen when the water is poured onto the hot frypan. Students may share their predictions through:
 - discussion
 - illustrations
 - writing a short sentence
- Place several tablespoons of water onto the hot pan. It will sizzle and evaporate within several seconds.
- Ask the students, “Where has the water gone?” Many students will be convinced that the water has been drawn into the pan.

Testing and Explaining

- Place a sheet of glass over the pan and repeat the above procedure. Water will evaporate and condensate onto the glass.
- Ask the students to describe and explain what they have observed. Students could respond by:
 - writing
 - illustrating eg diagram or flow chart
 - discussing the basic principles of a water cycle.
- Re-test if necessary. Students are able to describe, draw or write about what has happened to the water.

EXTENSION

- Set up a bowl with hot water and blue colouring, and then cover with plastic film.
- Ask students to predict what they think will happen when warm vapour from the coloured water hits the plastic above it. What colour will the drops be?

