

## Water works unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
<b>ENGAGE</b>	<b>Lesson 1</b> Wondering about water	represent their current understanding as they <ul style="list-style-type: none"> <li>observe and describe water</li> <li>identify uses of water</li> <li>identify a source of water</li> <li>describe ways to use water responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>use talk to report on observations and reflect on their experience of water</li> <li>record their personal experience of water.</li> </ul>	<ul style="list-style-type: none"> <li>use their senses to describe water</li> <li>record and share their ideas about water</li> <li>discuss their ideas and questions for the class 'Wondering about water' wall.</li> </ul>	<b>Diagnostic assessment</b> 'Wonderful water' (Resource sheet 1)
	<b>Lesson 2</b> Water walk	<ul style="list-style-type: none"> <li>make predictions about where water is used and accessed at school</li> <li>observe and describe water uses and water access points around the school</li> <li>identify examples of water being used responsibly or irresponsibly.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to discussions about water use at school</li> <li>use oral, written and visual language to record and report observations of water use at school.</li> </ul>	<ul style="list-style-type: none"> <li>explore the school to find evidence of water use</li> <li>record their observations</li> <li>share their observations.</li> </ul>	<b>Formative assessment</b> Science journal entries 'Water walk' observation record

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<b>EXPLORE</b>	<p><b>Lesson 3</b> Rain, rain</p> <p><b>Session 1</b> It's raining</p> <p><b>Session 2</b> Ground water</p>	<ul style="list-style-type: none"> <li>observe what happens to rain falling on different surfaces</li> <li>observe rain soaking into and running off different surfaces</li> <li>record and share observations.</li> </ul>	<ul style="list-style-type: none"> <li>use language to reflect on experiences of rain</li> <li>follow instructions to complete an investigation about the effect of rain on different surfaces</li> <li>use language to record and report on observations of rain falling on different surfaces.</li> </ul>	<p><b>Session 1</b> It's raining</p> <ul style="list-style-type: none"> <li>model what happens when it rains</li> <li>investigate rain falling on a variety of surfaces</li> <li>record and discuss observations.</li> </ul> <p><b>Session 2</b> Ground water</p> <ul style="list-style-type: none"> <li>observe a ground water model.</li> </ul>	<p><b>Formative assessment</b></p> <p>Science journal entries</p> <p>'Rain, rain' (Resource sheet 2)</p>
	<p><b>Lesson 4</b> Go with the flow</p>	<ul style="list-style-type: none"> <li>follow directions to conduct an investigation</li> <li>make and share observations about the movement of water</li> <li>identify rivers, dams and reservoirs as places where rainwater collects.</li> </ul>	<ul style="list-style-type: none"> <li>discuss the movement of water</li> <li>use a model to represent the movement of water across the landscape</li> <li>discuss how water moves across the landscape and can be contained in a dam.</li> </ul>	<ul style="list-style-type: none"> <li>discuss the movement of water</li> <li>use a model to represent the movement of water across the landscape</li> <li>discuss how water moves across the landscape and can be contained.</li> </ul>	<p><b>Formative assessment</b></p> <p>Discussion</p> <p>Labelled diagram</p>

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<b>EXPLAIN</b>	<b>Lesson 5</b> My water story	<ul style="list-style-type: none"> <li>represent stages in the journey of water from a source to a point of use.</li> </ul>	<ul style="list-style-type: none"> <li>use language and gestures to model the water supply system</li> <li>organise and annotate images to represent the water supply system</li> <li>use scientific vocabulary appropriately in their writing and talking.</li> </ul>	<ul style="list-style-type: none"> <li>role-play the journey of water from a source to a point of use</li> <li>create a storyboard that represents the journey of water.</li> </ul>	<p><b>Formative assessment</b></p> <p>'My water story' storyboard</p> <p>'My water story' (Resource sheet 3)</p>

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<b>ELABORATE</b>	<b>Lesson 6</b> Investigating water use at home  <b>Session 1</b> Water detectives  <b>Session 2</b> Graph it!	<ul style="list-style-type: none"> <li>observe water uses at home</li> <li>record their observations about water uses</li> <li>share observations and contribute to the construction of a class graph</li> <li>identify patterns in a column graph to compare the frequency with which water is used for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>use oral, written and visual language to report observations and reflect on experiences of water use at home</li> <li>contribute to discussion to develop a class graph</li> <li>retrieve information from a graph.</li> </ul>	<b>Session 1</b> <b>Water detectives</b> <ul style="list-style-type: none"> <li>predict how water is used at home</li> <li>survey the patterns of water use at home</li> <li>record their observations.</li> </ul> <b>Session 2</b> <b>Graph it!</b> <ul style="list-style-type: none"> <li>share their observations</li> <li>create a class graph showing patterns of water use at home</li> <li>discuss and interpret their observations.</li> </ul>	<b>Summative assessment</b>  Science journal entries

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<b>ELABORATE</b>	<b>Lesson 7</b> Community water use	<ul style="list-style-type: none"> <li>describe how water is used by other people</li> <li>describe ways water is used responsibly by other people, industries or organisations in the community.</li> </ul>	<ul style="list-style-type: none"> <li>use oral language to inquire and clarify understanding through preparing and asking questions</li> <li>speak and listen in ways that enhance communication with others</li> <li>recount key ideas heard in an oral presentation.</li> </ul>	<p><b>Session 1</b> Interview planning</p> <ul style="list-style-type: none"> <li>brainstorm questions and plan an interview with a guest speaker.</li> </ul> <p><b>Session 2</b> Guest speaker</p> <ul style="list-style-type: none"> <li>interview a guest speaker</li> <li>recount events in their science journals.</li> </ul>	Science journal entries
	<b>Session 1</b> Interview planning				
	<b>Session 2</b> Guest speaker				

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<b>EVALUATE</b>	<b>Lesson 8</b> Informative interviews	<ul style="list-style-type: none"> <li>describe ways they and others use water</li> <li>identify the source of their water and how it is transported</li> <li>identify ways to use water responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>use language to clarify their understanding and reflect on their experiences</li> <li>use language and visual representations to communicate their ideas</li> <li>speak and listen in ways that enhance communication with others.</li> </ul>	<ul style="list-style-type: none"> <li>review the unit by using the class science journal, word wall, 'Wondering about water' wall and other resources developed during the unit</li> <li>record and share their ideas about water in an interview</li> <li>reflect on their learning during this unit.</li> </ul>	<p><b>Summative assessment</b></p> <p>Role-play interview</p> <p>'Wonderful water' (Resource sheet 1)</p>