

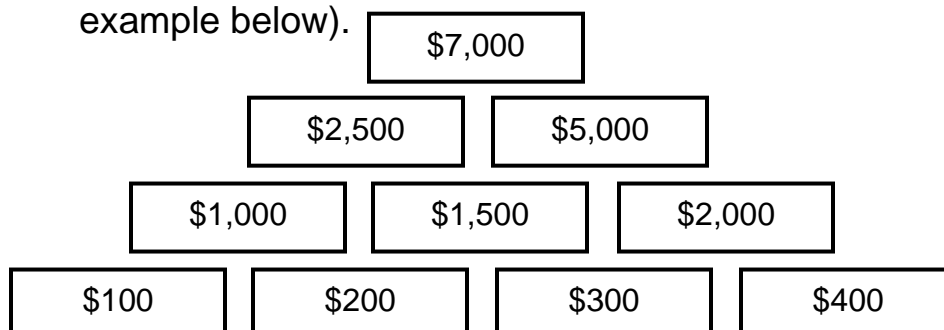
Water, Water—Everywhere!

Teacher Notes

- Duplicate the word/point value pages back-to-back on card stock.
- Duplicate word bank cards on card stock. Cut apart.
- Give each student a copy of the passage with the assessment items attached.
- Call on volunteers to read the words in the box. Don't define yet.
- Guide the students in reading the passage. (They can read it silently first and then orally or just orally.)
- Discuss the passage as desired, having students define the words in bold print in their own words, using context clues or prior knowledge.
- Use the vocabulary cards to play vocabulary games:

- \$7,000 Pyramid

- Lay the Set 1 cards face down in a pyramid shape (see example below).



- Give each student a word bank card. Read over and discuss the words briefly.
- Divide the class into 2 groups.
- Set the timer for 3 minutes or use a stopwatch to time 3 minutes. (If this seems too short for your students, try 5 minutes.)
- Give the definition for the word with the lowest point value to the first person on one team. (See definition list.) Turn the card over to check. If the person guesses the correct word, that team gets the point value shown on the back of the card. If the person is incorrect, the team gets no points.
- Continue until the students reach the top of the pyramid or until time runs out. Students can pass on a word and come back if time allows.
- Add the money amount won by that team.
- Discuss any words passed or missed by the team.

- Have the other team attempt the pyramid with Set 2 cards.
- The winning team is the one with the greatest money total.
- If time and interest permit, switch cards so that each team gets the opportunity to try both sets.
- Most Expensive Sentence
 - Divide the class into groups.
 - Have each group create a sentence using one or more of the words from the word banks. The sentence must be scientifically correct and make sense! Give the groups 3 minutes to collaborate on their sentence.
 - Have each group read their sentence out loud. Give them the point value for the words they used. (See the point values on the definition list.)
 - Play three rounds. The group with the highest point total wins.

Definition Lists

Set 1

\$100

groundwater—water that collects underground

\$200

ice caps—thick sheets of ice that cover the North and South Poles

\$300

surface water—water that accumulates on the surface of the Earth

\$400

water vapor—the gaseous form of water

\$1,000

precipitation—any form of water that falls naturally from the clouds

\$1,500

glacier—a thick slab of slowly moving ice that does not melt during the year

\$2,000

condensation—the change from a gas to a liquid

\$2,500

evaporation—the change from a liquid to a gas

\$5,000

water cycle—the movement of water from Earth's surface to the atmosphere and back

\$7,000

atmosphere—the air that surrounds the Earth and other heavenly bodies

Set 2

\$100

solar energy—energy that plants use to produce their own food

\$200

atmosphere—the air that surrounds the Earth and other heavenly bodies

\$300

plants—organisms that have stems, leaves, roots, and sometimes, flowers

\$400

producers—organisms that produce their own food

\$1,000

photosynthesis—the process by which plants make their own food

\$1,500

waste products—the oxygen and water vapor that plants release during photosynthesis

\$2,000

oxygen—the gas that humans need and plants release as a waste product during photosynthesis

\$2,500

leaves—the part of the plant in which photosynthesis occurs

\$5,000

water vapor—the gaseous state of water

\$7,000

carbon dioxide—the gas that plants take in during photosynthesis

Answer Keys

Answer Key—Multiple Choice Questions

1. A
2. C
3. C
4. B
5. B
6. C
7. D
8. A
9. E
10. L
11. I
12. C
13. G
14. J
15. A
16. K
17. H
18. D
19. F
20. B
21. **Answers will vary. Accept reasonable explanations.**