

Curricular Area/s/Unit of Inquiry	TDT-Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.
Central Idea	The existence of living things depends on Earth's physical elements.
PLO's (B.C. Curriculum)	Describe physical properties of water. Explain why water is important for living things.
Objective (TSWBAT)	The students will be able to describe the form and importance of water in their lives.
IB Link *LP traits, Key concepts, connections to past units, ATL,action, agency	<p>LP: Knowledgeable Key concepts: Form-students should be able to explain the features of water at the end of the lesson. Connection-students should be able to see how water in its different forms is connected and part of the same cycle.</p> <div data-bbox="461 879 626 1211"> <p>Synthesis:</p> <p>You can take information from different sources and put it together. You are able to combine knowledge and ideas to be able to answer questions. You are able to create, design, and develop ideas.</p> </div> <p>Possible action: share knowledge with community (teach G1, parents, other G2 class)</p>
Materials	<p>Book-"All the Water in the World" by George Ella Lyon and Katherine Tillotson</p> <p>Whiteboard</p> <p>Whiteboard markers</p> <p>A4 Paper with one lined side and one blank side x18</p> <p>Pencils/Colored Pencils</p>
Differentiation *Enrichment options *ELL *Adaptations	<p>Enrichment-Students could be called up individually or in pairs to act as a scribe or to draw on the whiteboard. Additionally, students could add descriptive sentences to their drawings to explain the cycle and the processes occurring within it.</p> <p>Adaptations-Students focus on drawing only 1-2 elements for each of the questions asked. They should use the board as a reference if they struggle generating their own ideas.</p> <p>EAL-use home language word bank to support key vocabulary. Seesaw can be used for the voice recording option so students explain in their language.</p>

Assessment (formative/summative)	<p>Students will be asked to turn in their illustration and writing at the end of the lesson. The drawings should have elements that answer all the questions that will have been asked during the lesson. The writing should demonstrate that the student understands the form and importance of water.</p> <p>The information gathered from this activity should indicate where students are at with their comprehension of the water cycle and the general features of water.</p> <p>The complexity and content of the drawing should indicate how closely the students were able to follow the lesson and may show what terms and ideas didn't make sense.</p>
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Timing 8 minutes	<p>Tuning In Refer back to the other elements that have already been completed and ask which ones are yet to be explored.</p> <p>Introduction As a class we will read "All the Water in the World" by George Ella Lyon and Katherine Tillotson. Students will be prompted to listen for different sources of water as well as how the water travels in the story.</p>
5-7 minutes per question	<p>Learning engagement (whole class, individual) *this lesson will be in 2 parts*</p> <ul style="list-style-type: none"> As a whole class, we will make a drawing which will encompass everything we know about water. The students will take their initial ideas from the book reading and then go back to their desks from the carpet. There will be 7 questions for the class to answer, 5 of which we will answer by drawing together and the last 2 will be answered with independent writing. Students will be seated at their desk and will have a blank sheet of paper (which will have lines for writing on the other side). After each question is asked, students need to brainstorm as many answers as possible and draw them. As they are drawing, I will ask 3-5 people to share answers to create a class drawing on the whiteboard. I will also scribe other answers on the board for spelling. Students should draw and label their drawings. Drawings should be simple outlines or symbols. To begin, I'll start off by asking "Where do we find/see water?" (Q1) Students should be able to identify places such as rivers, rain, oceans etc. *Circulate, Pause to think How does the water get from X place to Y place? (Q2) Ask students for initial ideas and if they're stuck, refer back to the book and start with rain. This should bring up the term "precipitation". Make an arrow on the whiteboard drawing and label it (students should be doing the same). Draw in a sun and ask what happens to water when it is heated up (draw an arrow going up). This should lead into a discussion about "evaporation". Finally, ask where the evaporating water goes. This will lead into "condensation" which may be the most confusing of the three which is when the 3rd question should be asked. The third question will ask students to think of more examples of the three key words. Where do we see evaporation, precipitation and condensation? (Q3) Students can be prompted with ideas like boiling water, showers etc. These can also be drawn in. What are other forms/types of water?(Q4) Again, ideas will be generated from the class and should be added to the whiteboard and the students' individual drawings. (examples: ice, snow, hail, dew etc.) How do we use it and what for?(Q5) Students should be prompted to think of examples in their everyday lives (drinking fountains, watering plants etc) and examples on a larger scale (sprinklers, windmills etc.)

	<ul style="list-style-type: none"> The last two questions Why is water important?(Q6) and What does it look and feel like? (Q7) should be answered independently on lined paper. Ask students to place themselves within the picture and think about how water is important in their lives. The students should use their drawings as a reference to answer the last 2 questions.
	<p>Closure (student generated)</p> <p>Students will engage in a gallery walk to see all of their knowledge up on the board which should be full of words, pictures and labels. Emphasize how much they already know (LP knowledgeable!)</p>
	<p>Teacher Reflection</p> <p>Students built on their prior knowledge and added ideas that were not present in the book. Stations could have been an alternative way to structure the engagement to allow for more student agency. The word bank served as a helpful reference for students and was even added to by a student. We could revisit this word bank as a class and add more useful words in their home language.</p>
	<p>School-Home Communication</p> <p>Encourage students to look for other sources of water at home as well as examples of evaporation, condensation and precipitation.</p>