

Kindergarten - Lesson K1.2

Why do Puddles Dry Up?

NGSS Alignment

Performance Expectations

K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.

Note: This lesson investigates the phenomena of puddles drying up after a rain by focusing on what happens to the water molecules that were in the puddle to make it dry up.

Disciplinary Core Ideas

K-ESS2.D: Weather and Climate

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. (K-ESS2-1)

After seeing a small puddle dry up, students view an animation and make a model to introduce the idea that water molecules leave the puddle and cause the puddle to dry up.

Science and Engineering Practices

Analyzing and Interpreting Data

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)

Students compare a one-drop puddle of water on their hand to a one-drop puddle of water on a room-temperature surface like a desk or table. Students see that the puddle dries faster on their hand. Students conclude that warming water makes it dry up faster.

Crosscutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)

Cause and Effect

- Events have causes that generate observable patterns.

Students investigate the reason why puddles dry up after it rains. Students learn that water molecules leave the puddle and that warming the puddle makes it dry up faster.