

<b>Activity #2</b>	Disappearing Water
<b>Time</b>	20 Minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Material 1- 3 Plastic plates or lids of the same size</li> <li>• Material 2- 3 Sponges</li> <li>• Material 3- Water</li> <li>• Material 4- Triple Beam Balance</li> <li>• Material 5-Measuring cup</li> <li>• Material 6-Permanent Magic Marker</li> <li>• Material 7 – Journal</li> <li>• Material 8 - Camera</li> </ul>
<b>Guiding Questions</b>	
A. Question 1- What is Evaporation? B. Question 2- What is Mass?	
<b>Plan</b>	
<ul style="list-style-type: none"> <li>• Plans for part 1 of activity <ul style="list-style-type: none"> <li>○ Guiding Questions to ask during this part of the activity: What is mass?</li> <li>○ Anticipated Student Responses to guiding questions: Weight.....Misconception to be cleared up!</li> <li>○ Students are to put a sponge in each of 3 plastic bins or lids of the same kind.</li> <li>○ Label each container with 1, 2, or 3.</li> <li>○ After pouring 250ml of water on each sponge, measure the mass of the container using a triple beam balance. (Make sure to balance the scales before measurement.)</li> <li>○ Place one container in a closet, one container in a window sill, and the third container on a counter in the room.</li> <li>○ Students will photograph their sponge and record initial observations in their journals.</li> </ul> </li> <li>• Plans for part 2 of activity.....<b>24 hrs. later</b> <ul style="list-style-type: none"> <li>• After balancing the triple beam balance, measure the mass of each of the containers again.</li> <li>• Students will again photograph and record their observations.</li> <li>• Plot the change over the 24 hrs. on a line graph using different colors.</li> <li>○ Guiding Questions to ask during this part of the activity: What happened to the water? Where did it go?</li> <li>○ Anticipated Student Responses to guiding questions: The water went into the air.</li> <li>○ Analyze the graph and discuss the changes in the mass of each container.</li> <li>○ Be sure to discuss that the water did not disappear, that it evaporated and this caused the water to go into a gaseous state.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• Strategy 1- Practice and discussion on using the triple beam balance</li> <li>• Strategy 2- Powerpoint on evaporation for further discussion</li> </ul>
<b>ELL Modification</b>	<ul style="list-style-type: none"> <li>• Modification 1- Powerpoint on evaporation for further discussion</li> <li>• Modification 2- social interaction</li> </ul>
<b>Check for Understanding</b>	How you will assess or check for student understanding throughout this activity. Students will journal about the activity and what is happening.