

# Water Can Change · Conversation & classroom guide

Learning with a grown-up · Ages 4–8 · Flexible participation

## How can the same water look and behave differently?

Learning aim: Distinguish ice, liquid water and invisible water vapor.

### A five-minute conversation

Compare the ice and liquid-water pictures first. Ice keeps its shape; liquid water flows and takes the shape of its container. Explain that water vapor is invisible, so the illustration can only help represent the change. Read that warming can melt ice and liquid water can evaporate. There is no need to heat anything for this discussion.

Remember: Choose one comfortable way to notice or describe a detail. What do you already wonder about this picture?

Start here: Point to the ice and the liquid. Which keeps its own shape?

Explore further: Explain why visible mist is not the same thing as invisible water vapor.

### Which form of water keeps its own shape?

Answer cue: Solid ice.

### Which pictured form flows into the shape of a container?

Answer cue: Liquid water.

### Can we see water vapor in the air?

Answer cue: No. Water vapor itself is invisible.

### Keep the idea clear

Visible mist is made of tiny water drops, not water vapor. "Can you pour it?" is a prompt about this water example, not a test for all materials.

### Try: Watch ice change

Materials: An adult, shallow unbreakable dish and tray, an ice cube, paper or dictation.

1. An adult places one ice cube in a shallow unbreakable dish on a tray, out of mouths. No heating equipment is needed.
2. Predict what you may notice as it sits at room temperature, then draw or describe it.
3. Return later, record what actually changed, and compare with the first observation.

What this can show: Ice can melt into liquid water. Do not claim this observation lets us see water vapor, or that every object that pours is a liquid.

Return to it: Where does liquid water appear in the Water Cycle poster? How is its gas form represented?

# Water Can Change · In the classroom

## A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

### Words to explore

solid — A state with its own shape, like ice.

water vapor — Water in its invisible gas state.

3 min · Reconnect and wonder: How can the same water look and behave differently? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Point to the ice and the liquid. Which keeps its own shape? Introduce solid using the poster.

8 min · Investigate or represent: Use “Watch ice change.” Let pairs take turns noticing and recording, with adult help and the activity’s stated boundaries.

5 min · Explain and return: Ask the core check: How can the same water look and behave differently? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Explain why visible mist is not the same thing as invisible water vapor.

Understanding check: How can the same water look and behave differently?

Answer guidance: Ice is solid water with its own shape; liquid water flows and takes a container’s shape; water vapor is water in an invisible gas state. Ice can melt into liquid water. Do not claim this observation lets us see water vapor, or that every object that pours is a liquid.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

### A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/water-three-states>

Related story: Where Did My Water Go? — Follow Gina and Ollie’s water question, then connect the story to the water you notice.

# Our discovery record

Use words, marks, a drawing or an adult's notes. Keep this page with you; nothing needs to be uploaded.

**Date / time (if useful):** \_\_\_\_\_

**My question or idea**

**What I noticed**

**What I think now**

**What I want to explore next**

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