

# Water and weather · Learning journey

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

## What changes outside, and what can we notice?

Recognize water's forms, follow a water journey, record nearby weather and look for longer seasonal patterns.

Keep short weather records on different days. Seasonal observations need weeks or months; choose the rhythm that fits your location and classroom.

## Teacher sequence

**Water Can Change:** Distinguish ice, liquid water and invisible water vapor.

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

**The Water Cycle:** Describe a pictured water journey while distinguishing diagram symbols from visible water.

On a later safe window look, notice clouds or rain. Which part of the diagram helps you talk about that observation?

**What Is the Weather?:** Use observed clues to describe weather, including overlapping conditions.

Which condition changed across your visits, and which appeared more than once?

**The Four Seasons:** Compare a local observation with the poster's temperate-place examples.

What can our record tell us so far, and what would need more time?

## What to listen for

Invite a child to separate an observation from an explanation: what did we see, and what idea helps us explain it?

# Water Can Change

## 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.

# The Water Cycle

## Where can water go after a puddle gets smaller?

Learning aim: Describe a pictured water journey while distinguishing diagram symbols from visible water.

### A five-minute conversation

Begin at the lake and trace the water's journey together. Read the four labels slowly, connecting each word to the picture. Explain that the rising marks help us imagine evaporation: water vapor itself is invisible. Let your child choose a starting point and tell a short water-journey story using the scene.

Remember: We compared ice, liquid water and invisible water vapor. How might water move between places as it changes form?

Start here: Trace from the lake to the cloud and back toward the ground.

Explore further: Explain what is invisible during evaporation and what a cloud is made of.

## What gives this cycle energy?

Answer cue: The Sun warms water.

## What happens when water vapor cools and condenses?

Answer cue: It becomes tiny liquid drops that can make clouds.

## Where can water gather after it falls?

Answer cue: In rivers, lakes and oceans.

### Keep the idea clear

Cloud drops are liquid water; invisible water vapor is a gas. The drawn rising marks are a teaching symbol.

### Try: A little water, observed over time

Materials: An adult, shallow unbreakable dish, a little water and paper or dictation.

1. An adult places a little water in a shallow unbreakable dish on a stable surface away from electronics and children's unsupervised access.
2. Record the water level with a drawing and the date; predict whether it will look the same later.
3. An adult helps revisit it on another day. Record what you actually see, then discuss evaporation as a possible explanation for a lower level. Empty the dish afterward.

What this can show: The level may change slowly and a dish can also lose water through spills. A falling level alone does not show visible vapor or prove every step of the whole cycle.

Return to it: On a later safe window look, notice clouds or rain. Which part of the diagram helps you talk about that observation?

# The Water Cycle · 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

evaporation — Liquid water changing into water vapor.

condensation — Water vapor changing into liquid drops.

3 min · Reconnect and wonder: Where can water go after a puddle gets smaller? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Trace from the lake to the cloud and back toward the ground. Introduce evaporation using the poster.

8 min · Investigate or represent: Use “A little water, observed over time.” 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: Where can water go after a puddle gets smaller? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Explain what is invisible during evaporation and what a cloud is made of.

Understanding check: Where can water go after a puddle gets smaller?

Answer guidance: Some liquid water can change into invisible water vapor in the air through evaporation. In the wider cycle, vapor can condense into drops, and water can fall and collect again. The level may change slowly and a dish can also lose water through spills. A falling level alone does not show visible vapor or prove every step of the whole cycle.

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-cycle>

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

# What Is the Weather?

## What is the weather like here, now?

Learning aim: Use observed clues to describe weather, including overlapping conditions.

### A five-minute conversation

Read the weather words and ask your child to point to a matching clue. Then compare the poster with what you can safely observe from indoors. Weather describes the air and sky here and now, and it can change. Welcome more than one answer when conditions overlap, such as wind and rain.

Remember: We found clouds and falling water in the cycle. Which weather clues can we actually notice here today?

Start here: Choose one weather word that matches a safe window view.

Explore further: Give evidence for two weather words that can fit the same observation.

## What clues show rainy weather?

Answer cue: Water drops falling from clouds.

## Can two weather words fit the same day?

Answer cue: Yes—for example, windy and rainy.

## What weather clues can you notice from the window?

Answer cue: Accept what is visible now; it may differ from the poster.

### Keep the idea clear

The poster is for observing and naming weather, not forecasting it. Stay indoors during dangerous weather.

### Try: Make a three-visit weather record

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. Choose a safe indoor window or an adult's description of the local weather.
2. Record the date, time and one sky or plant-movement clue. More than one weather word may fit.
3. Repeat on two later days and compare actual observations rather than predicting from the poster.

What this can show: A record might show change or similarity. The five examples are not a forecast or an exhaustive list of weather.

Return to it: Which condition changed across your visits, and which appeared more than once?

# What Is the Weather? · 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

weather — What the air and sky are like at a place and time.

wind — Moving air.

3 min · Reconnect and wonder: What is the weather like here, now? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Choose one weather word that matches a safe window view. Introduce weather using the poster.

8 min · Investigate or represent: Use “Make a three-visit weather record.” 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: What is the weather like here, now? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Give evidence for two weather words that can fit the same observation.

Understanding check: What is the weather like here, now?

Answer guidance: Accept the child’s actual evidence, such as raindrops or moving leaves, matched to an appropriate weather word. More than one condition can occur together. A record might show change or similarity. The five examples are not a forecast or an exhaustive list of weather.

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/weather>

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

# The Four Seasons

## What changes can we notice over a longer part of the year?

Learning aim: Compare a local observation with the poster's temperate-place examples.

### A five-minute conversation

Read the season names and invite your child to find a clue in each scene. This poster shows a temperate-season example, so compare rather than expect an exact match to your home. Explain simply that Earth's tilt causes seasons as Earth travels around the Sun. Let a local observation lead the conversation.

Remember: We recorded what the weather was like on different days. What might a much longer record help us notice?

Start here: Choose one seasonal picture and describe a detail.

Explore further: Explain why our local season might look different from the illustration.

## What clue suggests spring in this picture?

Answer cue: New buds or new growth.

## Which pictured changes have you noticed near home?

Answer cue: Accept the child's observations, including differences from the poster.

## Does winter always mean snow everywhere?

Answer cue: No. Seasonal weather and signs vary by location.

### Keep the idea clear

Avoid fixed month rules or suggesting that all trees lose their leaves. Not every place has four distinct seasons like these.

### Try: Return to one view

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. Choose a familiar safe window view or adult-provided photograph.
2. Record the date and one detail, such as leaves, flowers or clothing people choose.
3. Revisit over coming weeks or months; compare with the earlier record and with the poster.

What this can show: A few days of weather do not establish a season. Seasons and their signs vary by place; snow and leaf loss are not universal.

Return to it: What can our record tell us so far, and what would need more time?

# The Four Seasons · 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

season — A recurring part of the year with patterns that depend on location.

pattern — Something that repeats or shows a relationship over time.

3 min · Reconnect and wonder: What changes can we notice over a longer part of the year? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Choose one seasonal picture and describe a detail. Introduce season using the poster.

8 min · Investigate or represent: Use “Return to one view.” 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: What changes can we notice over a longer part of the year? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Explain why our local season might look different from the illustration.

Understanding check: What changes can we notice over a longer part of the year?

Answer guidance: A learner can describe a real change over time and compare it with a pictured seasonal example. Local signs may differ from the poster, and a few days cannot establish a seasonal pattern. A few days of weather do not establish a season. Seasons and their signs vary by place; snow and leaf loss are not universal.

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/four-seasons>

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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