

Educational resources

Preschool The Story of a Raindrop



Gain an understanding of where water comes from and discuss simple ways to save water in this interactive session with a story, activities, song and dance.

Resources

- The Story of a Raindrop [book](#)
- Water warrior [game](#)
- Water cycle [information sheet](#)
- Water cycle [song](#)
- [Water cycle song with dance moves](#)
- [Water cycle in a bag activity](#)
- Towels for any spills



Key words

- **Evaporation** - the sun heats up water in rivers, lakes or the ocean. When the water is heated it turns into vapour or steam.
- **Precipitation** - another word for rain, hail, sleet or snow.
- **Condensation** - as water vapour rises into the air, it cools down until the cloud becomes heavy with condensation turning it a dark colour.

Curriculum, learning intentions and success criteria

Victorian Early Years Learning and Development Framework

- Children will notice and talk about how water is used in daily life and in nature.

Outcome 2: Children are connected with and contribute to their world.

- Children will begin to understand where water comes from and that water is a precious and limited resource. *Outcome 2.*
- Children will explore ways to care for and save water at preschool and at home. *Outcome 2.*
- Children will share their ideas and experiences about water use with others.

Outcome 5: Children are effective communicators.

- Children will investigate and problem-solve through hands on science activities.
Outcome 4: Children are confident and involved learners.
- Success criteria - child friendly statements and educator observations:
 - **I can notice** how we use water when we drink, wash, play and water plants.
 - **I can understand** that water is precious and we need to look after it.
 - **I can discuss** ways to save water, like turning off the tap or using a bucket for play.
 - **I can talk** about water and share my ideas with my friends and teachers.
 - **Educators observe** - children using key words such as evaporation, condensation, and demonstrating understanding through discussion or role-play.

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Outline (40 minutes approx)

1. Introduction (5-10 minutes)

- Ask the students - "How do you use water?"
"Do you need to drink water?"
- Explain that water is essential for all living things - plants, animals, pets, people.
- Show the students various images of water being used - use printed images or display images on a screen.
- Before asking, "What do we use water for?", show students the picture cards and encourage them to make connections.

For instance: When looking at a picture of someone with a hose, a student might say, "I help my mum water the garden." When viewing all the images together, they might conclude, "All these pictures are things we do with water."

- This visual approach can be a powerful way to activate prior knowledge and spark meaningful conversations about the topic.
- Extension question - "What would happen if we didn't have water?"

2. Read the book - The Story of a Raindrop

(10 minutes)

- Review the main parts of the water cycle - evaporation, condensation, precipitation.
- Ask guiding questions whilst reading - "What happens to the rain drop now? Where is it going next?"

Optional - show a simple diagram of the water cycle to students - [Water Cycle information sheet](#).

- If students become restless, add a quick movement break:
 - **Pond** - stand still.
 - **Fast-flowing river** - move quickly around the classroom (no running).
 - **Waterfall** - fall gently to the ground.
- Could also seek to have students act out the water cycle using their bodies:
 - **Evaporation** - raise hands upward.
 - **Clouds** - move fists above your head as clouds.
 - **Rain** - wiggle fingers down towards the ground.
 - **Flow** - move smoothly around the space.

3. Play the video song - The Water Cycle

(5 minutes)

- Play the [video song](#) once.
- Share some water themed dance moves and play it again, encouraging them to dance together.

Optional - utilise the alternative 'dance moves' version of the water cycle song, showing children dancing.

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4. Create a water cycle in a bag (10 minutes)

- As a class, create a water cycle in a bag for the children to observe across a few days. Depending on educator and student numbers, make individual bags for each child, or work in small groups.



Equipment

- Zip lock sandwich bags
- Water
- Blue food dye (optional)
- Labels for bag - worksheet
- Sticky tape, scissors, pencils or textas.

Safety note - educators to closely supervise the use of tap, scissors and food dye.

Instructions

- Colour and cut out the worksheet labels.
- Sticky tape the labels in the correct positions on the zip lock bag.
- Carefully fill the bag with a cup of water and add a drop of blue food dye.
- Zip the bag securely closed and place in a warm spot like a windowsill or stick onto the window.
- Observe across 1-2 weeks - depending on the temperature, it shouldn't take long to be able to see water droplets begin to form. Group observation and discussion could be incorporated into the daily routine and linked to daily weather.

5. Taking action - discuss how to save water at kinder (10 mins)

- As a class, discuss simple ways you could save water at kinder:
 - Use a watering can or trigger nozzle to water plants.
 - Use tank water, collected water or recycled water for the garden.
 - Remind adults to fix leaking taps.
 - Use the half flush button.
- Ideas could be recorded on a class poster by the educator, or in small groups with students drawing examples and educator scribing their thoughts.

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