

**AWF Water Notes**

Students should complete the water notes after every lesson. The worksheet can be printed and cut into sections to be pasted into their science notebooks or students can write their explanations directly in their notebooks.

Lesson 1.1: Where is the Water? - Using evidence to explain what you learned.	
Observations and Evidence	Explanation – How does the evidence explain the movement of water in the water cycle?
Let's think about cause and effect – Cause is why something happened. Effect is what happened because of it. What might happen to liquid water with the Sun's heat? What could happen to solid water with the Sun's heat?	

Lesson 1.2 Molecules in Motion - Using evidence to explain what you learned.	
Observations and Evidence	Explanation – How does the evidence show the relationship between heat and water molecules?
Let's think about energy and matter – Energy is something that causes matter to move or change. Matter is the stuff things are made of. In lesson one, what was the form of energy we studied, what was the heat source? What are some examples of matter in the lesson? How does energy and matter play a role in the water cycle?	

**Lesson 2. Water Movement Between Earth's Systems - Using evidence to explain what you learned.**

Evidence	Explanation – What does the evidence say about the relationship of plants and the water cycle? What does the evidence say about the relationship of earth materials and the water cycle?
Let's think about structure and function – Structure is how something is formed or organized. Function is something the structure does or is meant to do. In lesson two, how did the structure of the plants affect how water is able to move through them? How did the structure of material in the earth effect how water moves underground? Think of an example of how structure may impact how water moves through a watershed?	

Lesson 3.1 Watersheds Work - Using evidence to explain what you learned.

Evidence	Explanation – What does the evidence tell us about how we can manage a watershed to make sure our water is clean and plentiful?
A System is a set of parts that work together and form a whole. System Models use a model to understand how those parts work together to make the whole. How do the parts of the watershed work to move water through the environment?	

**Lesson 3.2 Urban Watersheds - Using evidence to explain what you learned.****Evidence****Explanation – What does the evidence show us about how human impacts on the land affect the flow of water and the temperature within an urban watershed?**

Think about lesson three from the lens of cause and effect – Cause is why something happened. Effect is what happened because of it. What might happen when we pave over more natural land surfaces? What might happen to the amount and quality of the water in the urban watershed? What might happen to the temperature of the area?

Lesson 4. It All Adds Up - Using evidence to explain what you learned.**Evidence****Explanation – What does the evidence show us about how pollutants travel downstream? What are ways that pollution can be reduced or prevented?**

Think about lesson four from the lens of cause and effect – Cause is why something happened. Effect is what happened because of it. What might happen if a business is polluting upstream on a river? What might happen if people use Best Management Practices?

**Lesson 5. Groundwater Connection - Using evidence to explain what you learned.**

Evidence	Explanation – How does the evidence explain the relationship between groundwater and surface water? What does the evidence tell us about how changes in the system affect each?
Think about lesson five from the lens of stability and change – Stability is a system that is balanced. Change looks at a system that is not staying the same over time. If we take more water out of the groundwater supply than goes in, what do you think will happen to the availability of all water supplies over time?	

Lesson 6. Water Web & My Water Footprint- Using evidence to explain what you learned.

Evidence	Explanation – How does the evidence explain how diverse water users in a community are connected? How do our daily actions of how we use water matter?
What kinds of choices do people need to make in order to protect our water?	