

# Changes in Water Musical Timbre

THROUGHthe  
**Get Smart**s

## Science & Music

Grade  
2

### Science Standard(s) Grade 2

2.E.b Describe the changes that occur to water found anywhere.

### Music (MD) Standard(s) Grade 1

1.1.d Identify and describe environmental sounds.



## CONNECTED OBJECTIVES

*Students learn about the changes found in water. Students will use body percussion (hand clapping, snapping, etc.) to create hail and a thunderstorm.*

## MATERIALS & RESOURCES

- Cup of Ice
- Cup of water
- Pictures of water in different states
- Thick poster board
- Newspaper or other recycled paper
- Rain stick (optional)
- Pencils
- Water changes worksheet ([link below](#))

## KEY CONTENT VOCABULARY

- Solid, liquid, gas
- Evaporate, condense, vapor, heat

## KEY ARTS VOCABULARY

- Body Percussion
- Environmental Sounds

## A S S E S S M E N T

- Worksheet
- Closure question



# L E S S O N S T E P S

## Introduce Changes in States of Water

- Show students the cup of water and the cup of ice. Have the students discuss the differences between the two.
- Tell the students about how water can change to form ice or gas.

## Describing water

- As a class create a list of where water is found. Write these down on the board for the students.
- Once the list is compiled ask the students what form the water takes when found in each of these places. If the students have only listed places where water is a liquid ask them to describe where they can find water in a solid or gas form.
- Tell the students about how when heat is added to water it evaporates and becomes a gas and when cold is added to water it becomes a solid.
- List the following words on the board and discuss them with the students: evaporate, condense, liquid, solid, gas, water, vapor, heat.
- Lead the students in completing the water worksheet.

## Creating a Rainstorm

- Ask the students to tell the class what sounds they hear during a rainstorm. List these sounds on the board.
- Go through the list and ask the students how they can recreate these sounds. For example, they can make the sound of raindrops by snapping their fingers or patting their laps quickly. Heavy rain sounds can be made by stomping on the floor.
- Tell the students that the sounds they create when striking or scraping their body is called body percussion sounds because they are using their body as a percussion instrument.
- Practice making these sounds together as a class.
- Call on a student to shake the poster board. Ask the students what sound the poster board made when it was shaken. Some students may say this sounds like thunder.
- If a rain stick is available assign a student to play the rain stick.
- Assign each student a sound to recreate. The students should start off slowly and quietly as if they are mimicking an upcoming rainstorm. When the rainstorm gets bigger the students can perform their body percussion louder.
- Lead the students in performing the rainstorm.

## Creating a Hailstorm

- Tell the students that it is not just rain that falls from the sky. Snow and Hail also fall, and snow and hail are just different forms of water. Tell the students about how hail is created when water freezes in the atmosphere.
- Describe hail to the students and ask them to describe how they could modify the rainstorm sounds so that they sounded like hail.
- Lead the students in performing the hailstorm.

## Closure

- Have the students work with a partner to describe how water can change. The students should also list two forms of water that fall from the sky.

## EXTENSIONS & OPTIONS

## SOURCES & RESOURCES

Worksheet modified and retrieved from  
<http://www.learninghaven.com/pdf/changes-in-water.pdf>

G E T S M A R T T H R O U G H T H E A R T S

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# S u p p o r t i n g D o c u m e n t s

## Changes in Water ~ Worksheet

Name \_\_\_\_\_

1. Use the words below to complete the sentences:

evaporate condense liquid solid  
gas water vapor heat

a. When you heat water over 1000 C it will \_\_\_\_\_

b. Water is a \_\_\_\_\_

c. When you change water to a gas it is called \_\_\_\_\_

d. When steam meets a cold surface it will \_\_\_\_\_

e. To change ice into water you need \_\_\_\_\_

f. Steam is a \_\_\_\_\_

g. Snow is a \_\_\_\_\_

2. Draw one way you can change an ice cube into water:

