
Introductory Activity:
Something Puzzling About Puddles

Name: _____ Date: _____

Home Connection: Observing Puddles

We are beginning a new science unit called *Earth Science: Wondering About Puddles*. In this unit, students will investigate to figure out why puddles form in some places but not in other places. We invite you to engage your student in the following activity to help them begin thinking about the types of places where puddles are likely to form and why.

Directions:

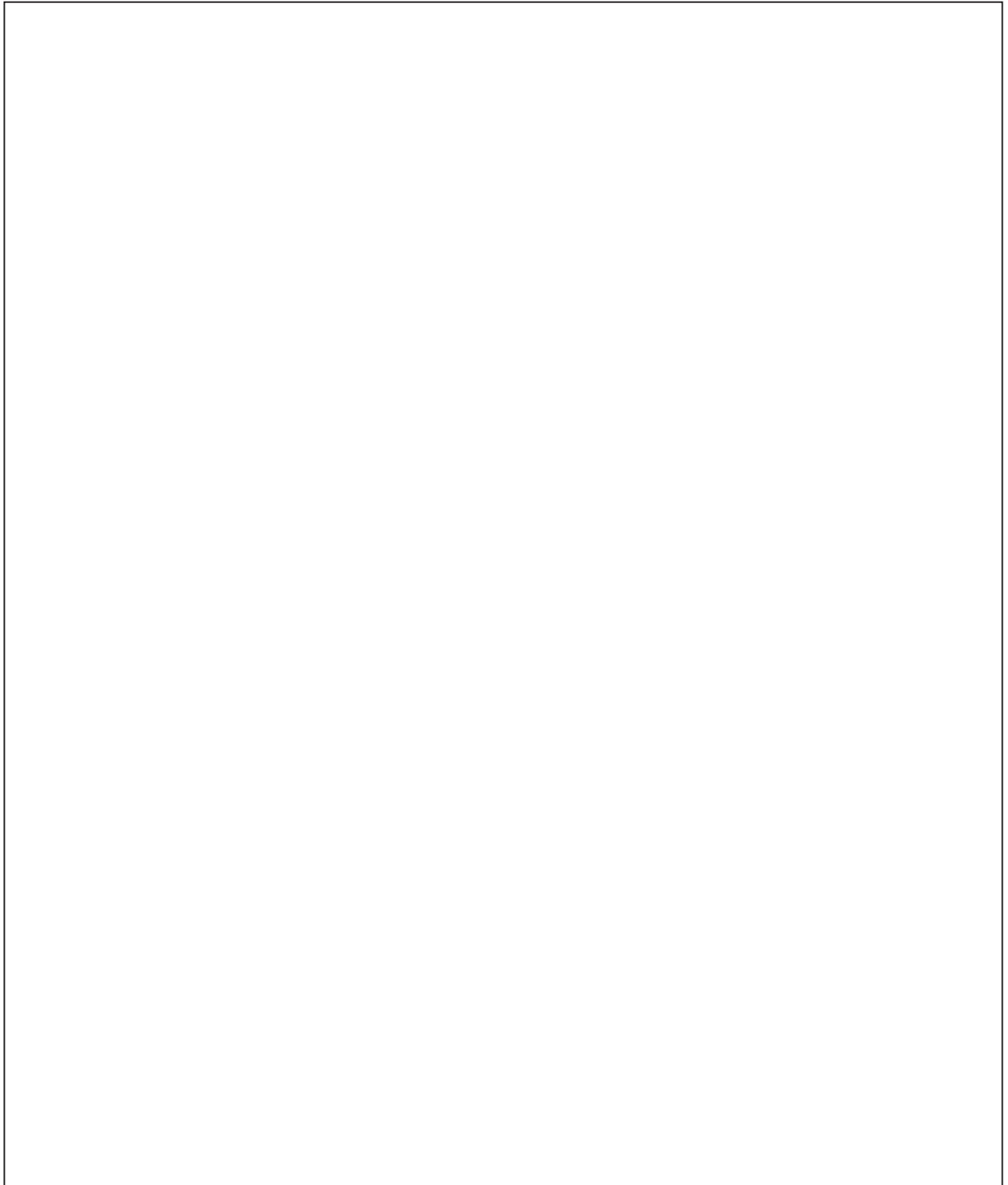
1. Go on a puddle hunt with your student. If it has rained recently, you can go outside and look for puddles. If it has not rained recently, you can search for puddles in the following places:
 - photographs in books, magazines, or on the Internet
 - television shows or movies (avoid animated shows and movies)
 - photographs of your student, family, and friends
2. Have your student choose one puddle to observe in greater detail. Record your student's response to the first question below.
3. Ask your student to point out a place without a puddle that is near the puddle they chose. Record your student's response to the second question below.
4. In the box on the next page, have your student draw the puddle and the surrounding area.

What do you observe about the puddle?

Why do you think there is a puddle in one place but not in the other place?

Name: _____ Date: _____

Home Connection: Observing Puddles (continued)

A large, empty rectangular box with a thin black border, intended for students to write their observations and reflections on puddles.

Exploration 1:

**Why Are There Puddles on Some
Parts of the Sidewalk but Not on
Other Parts?**

has

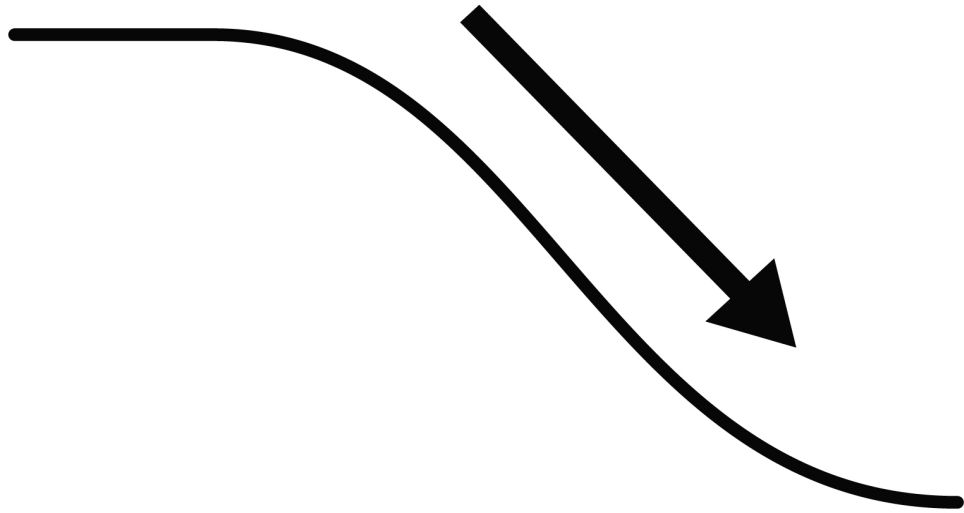
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does not have

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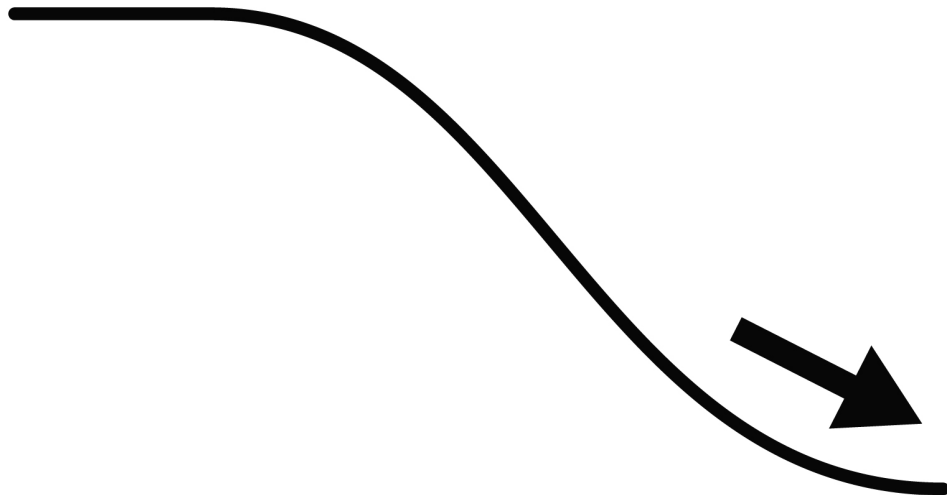
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down the slope

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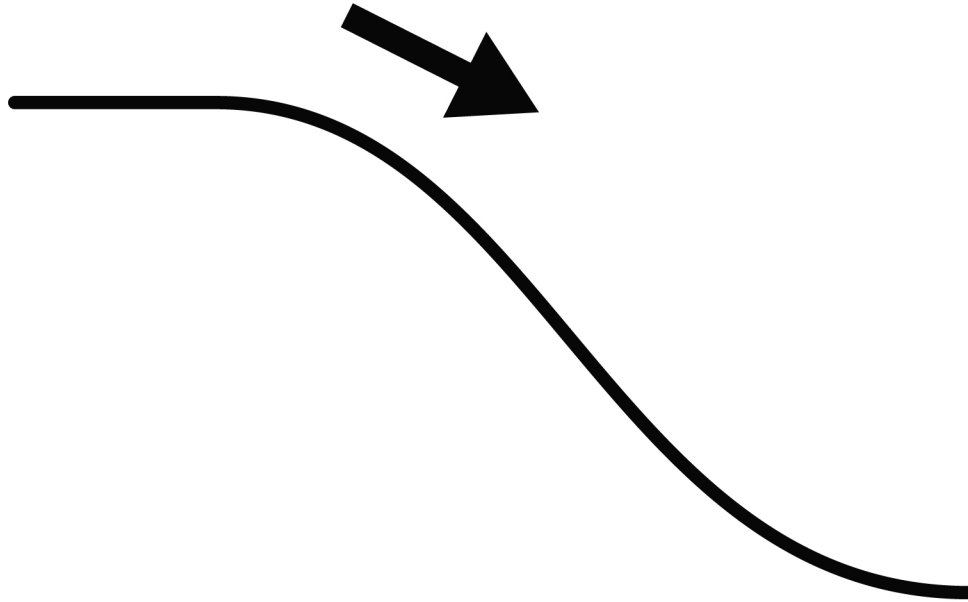
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to the bottom of the slope

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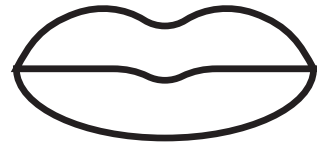
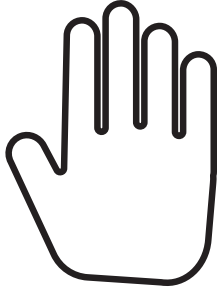
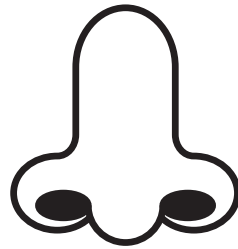
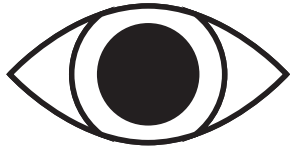
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away from the top of the slope

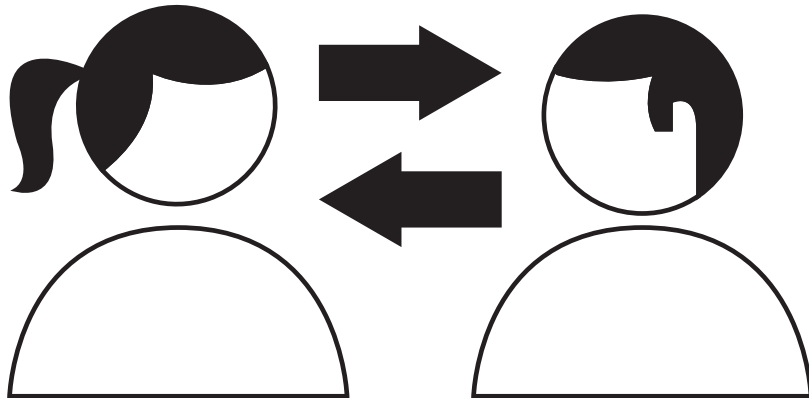
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observe

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share

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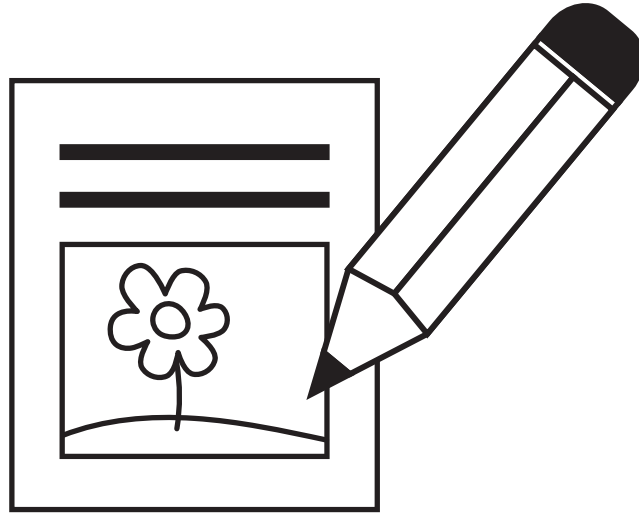


listen

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make

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draw and write

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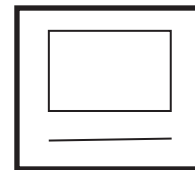
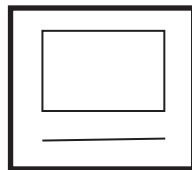
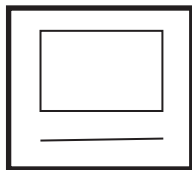
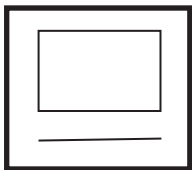
read

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think

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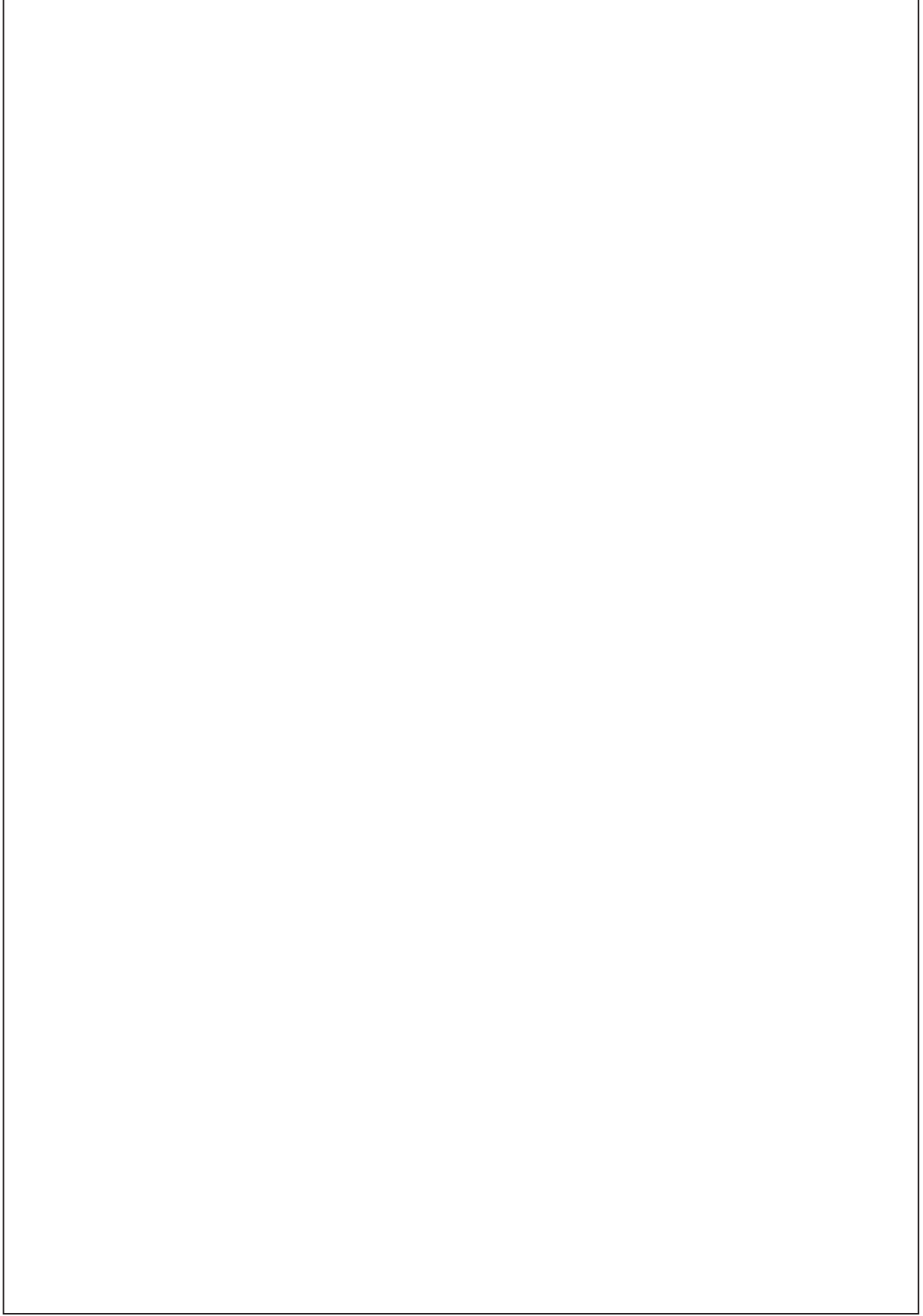
explain

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'S

Science Notebook

Name: _____ Date: _____



Exploration 2:

Why Are There Puddles on the Sidewalk but Not on the Path?

has

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does not have

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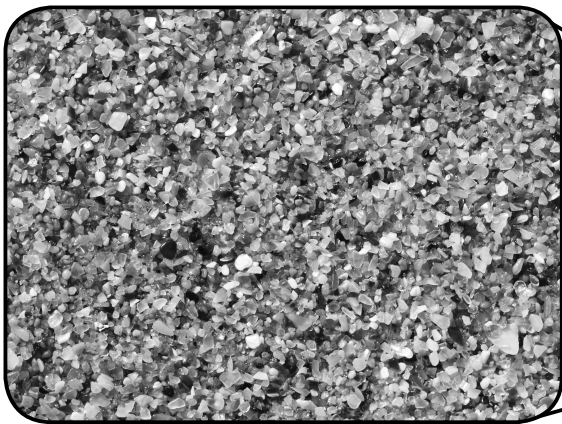
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gravel

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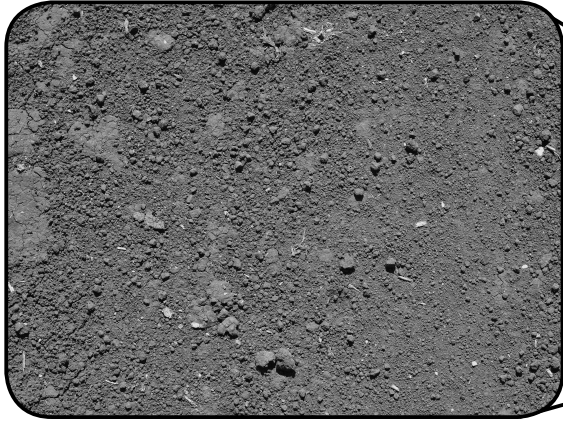
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sand

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soil

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pavement

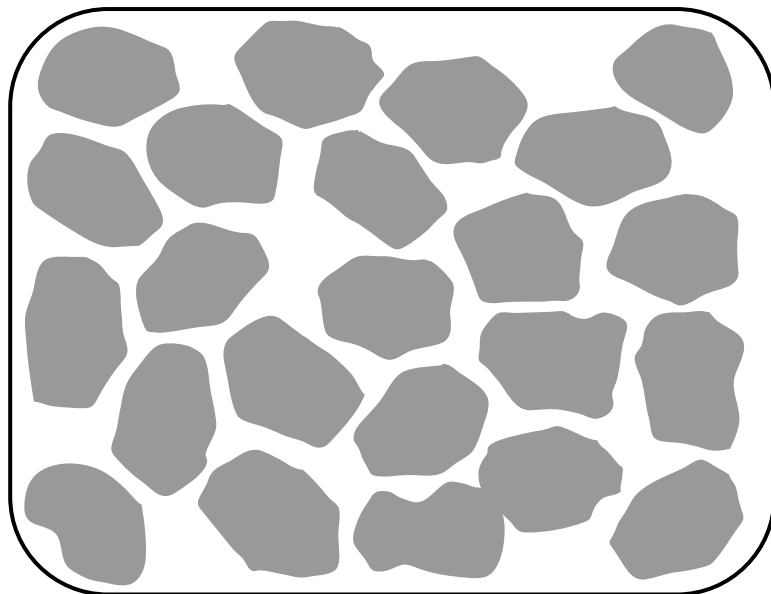
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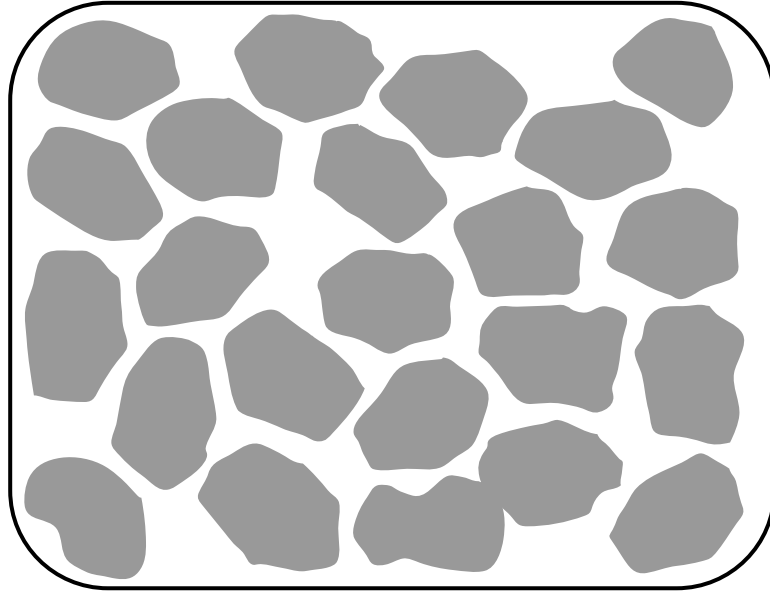
wood chips

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have spaces

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has spaces

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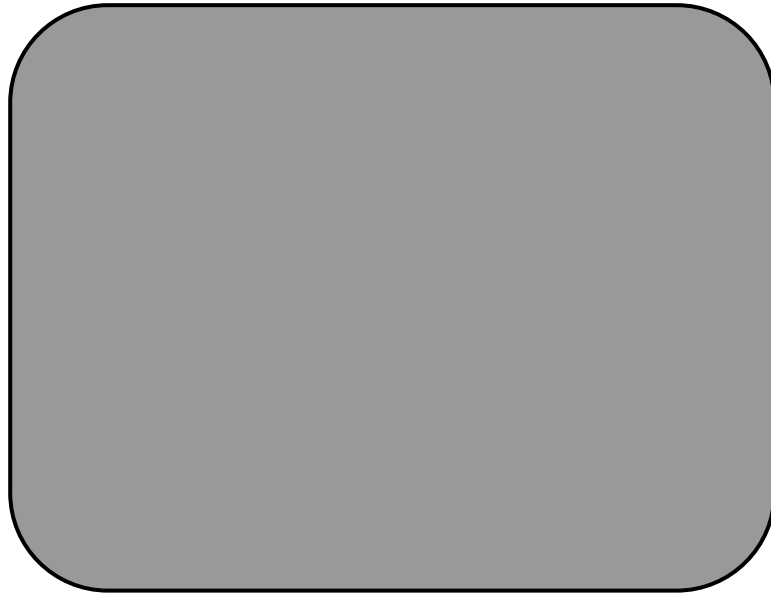
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do not have spaces

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does not have spaces

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Exploration 3:

**Why Are There Puddles on the Path
Sometimes?**

has

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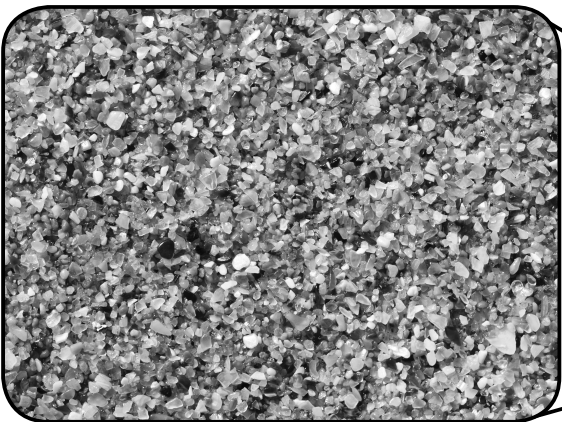
does not have

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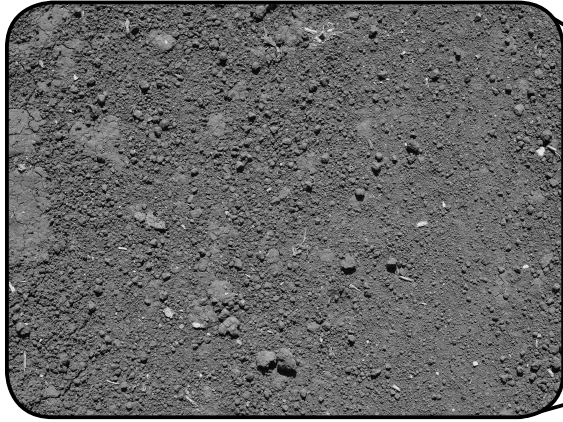
gravel

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sand

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soil

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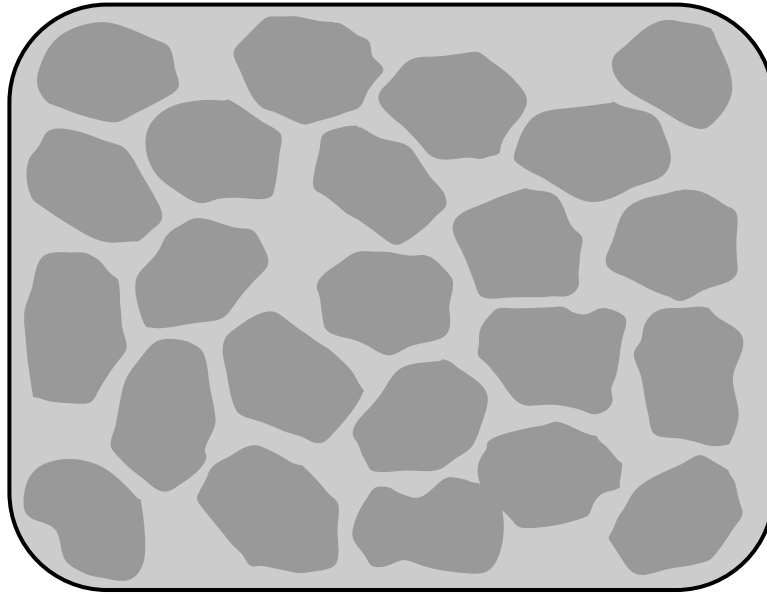
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wood chips

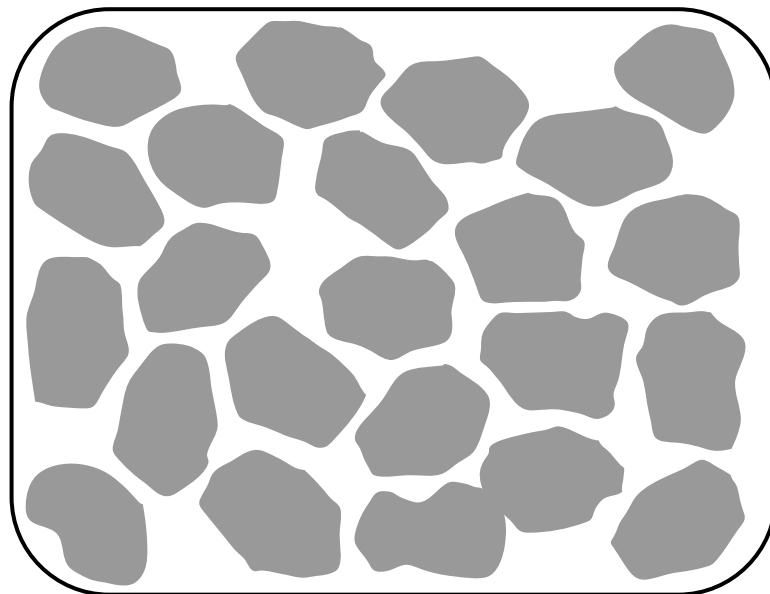
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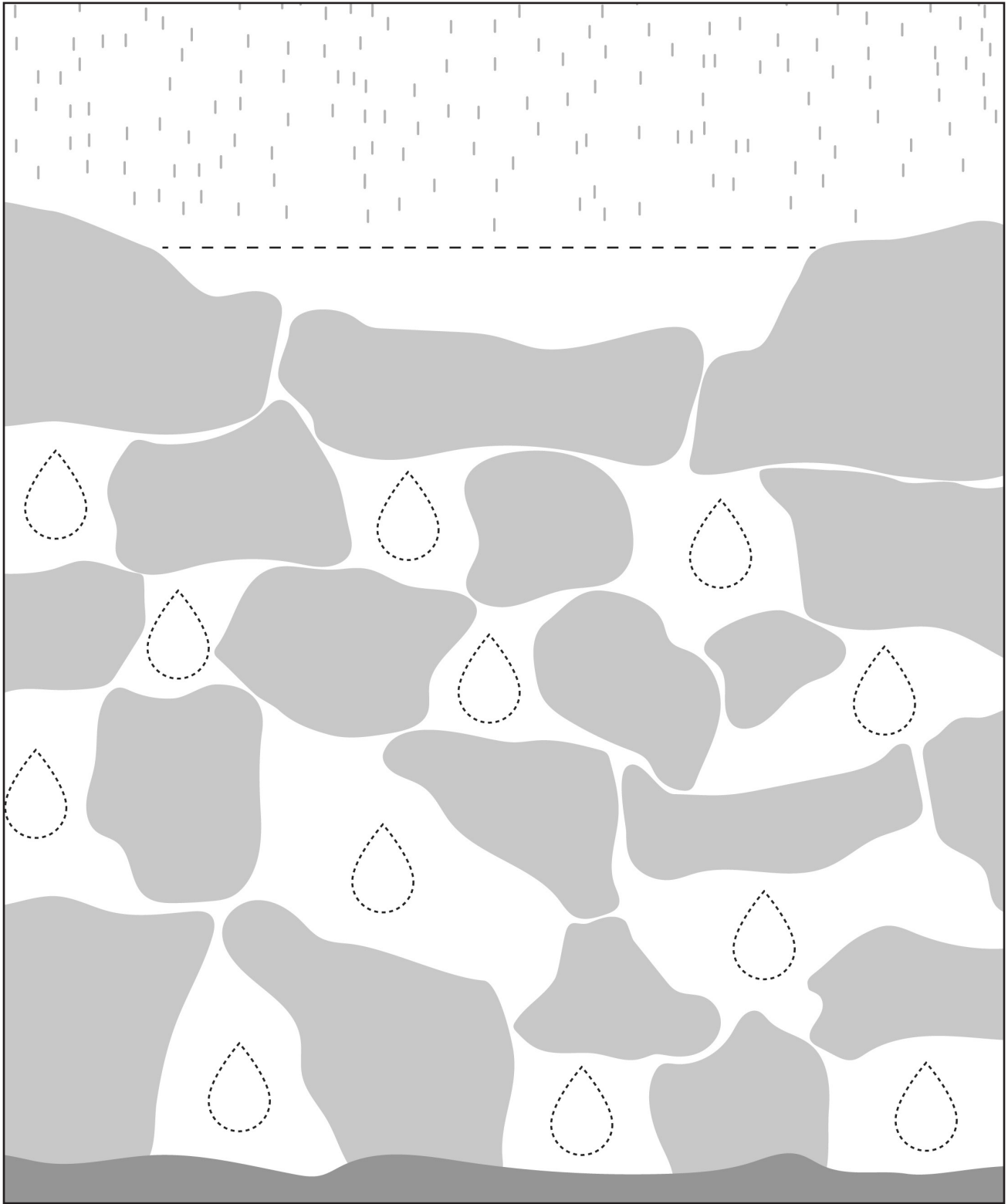
full

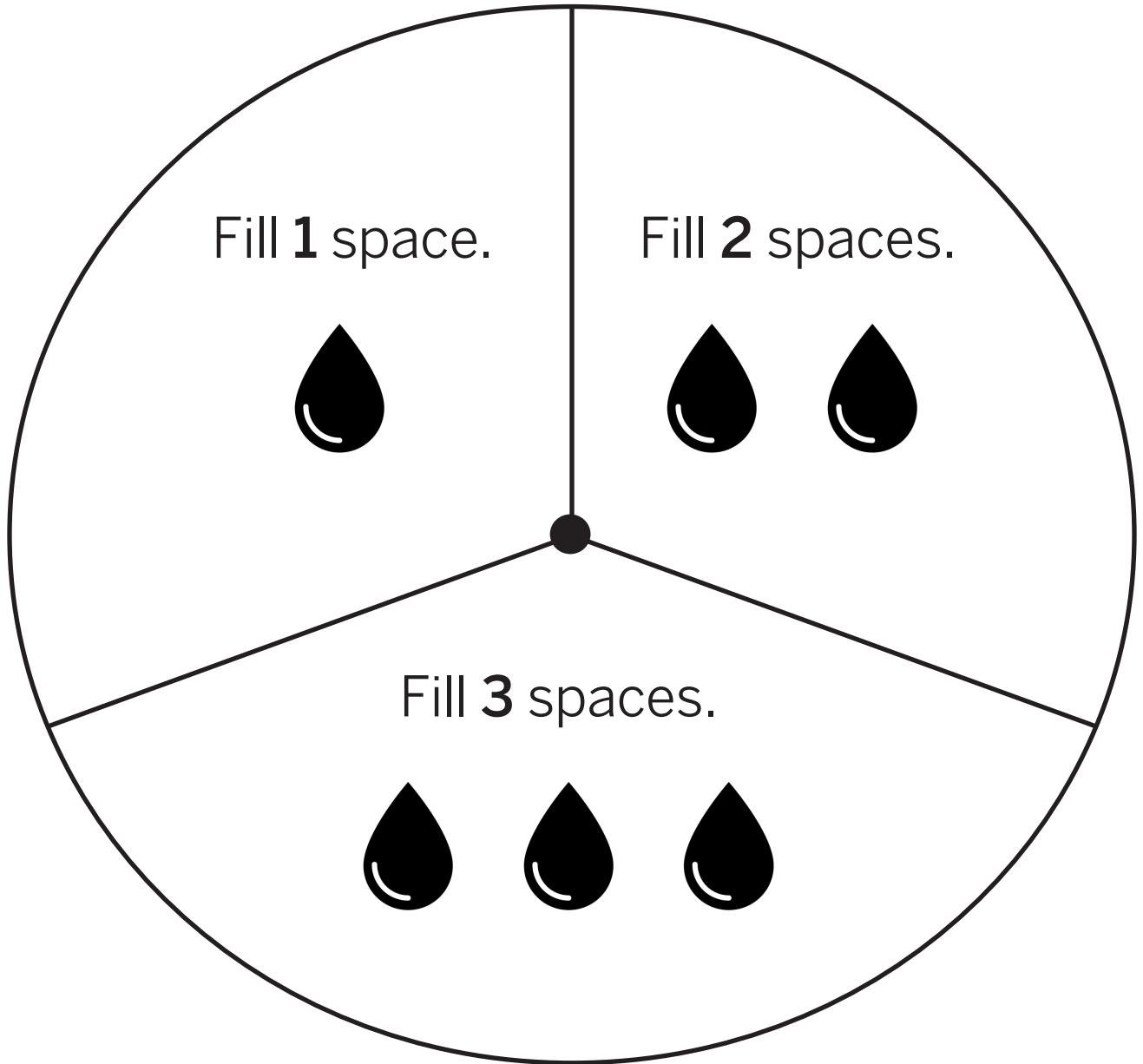
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not full

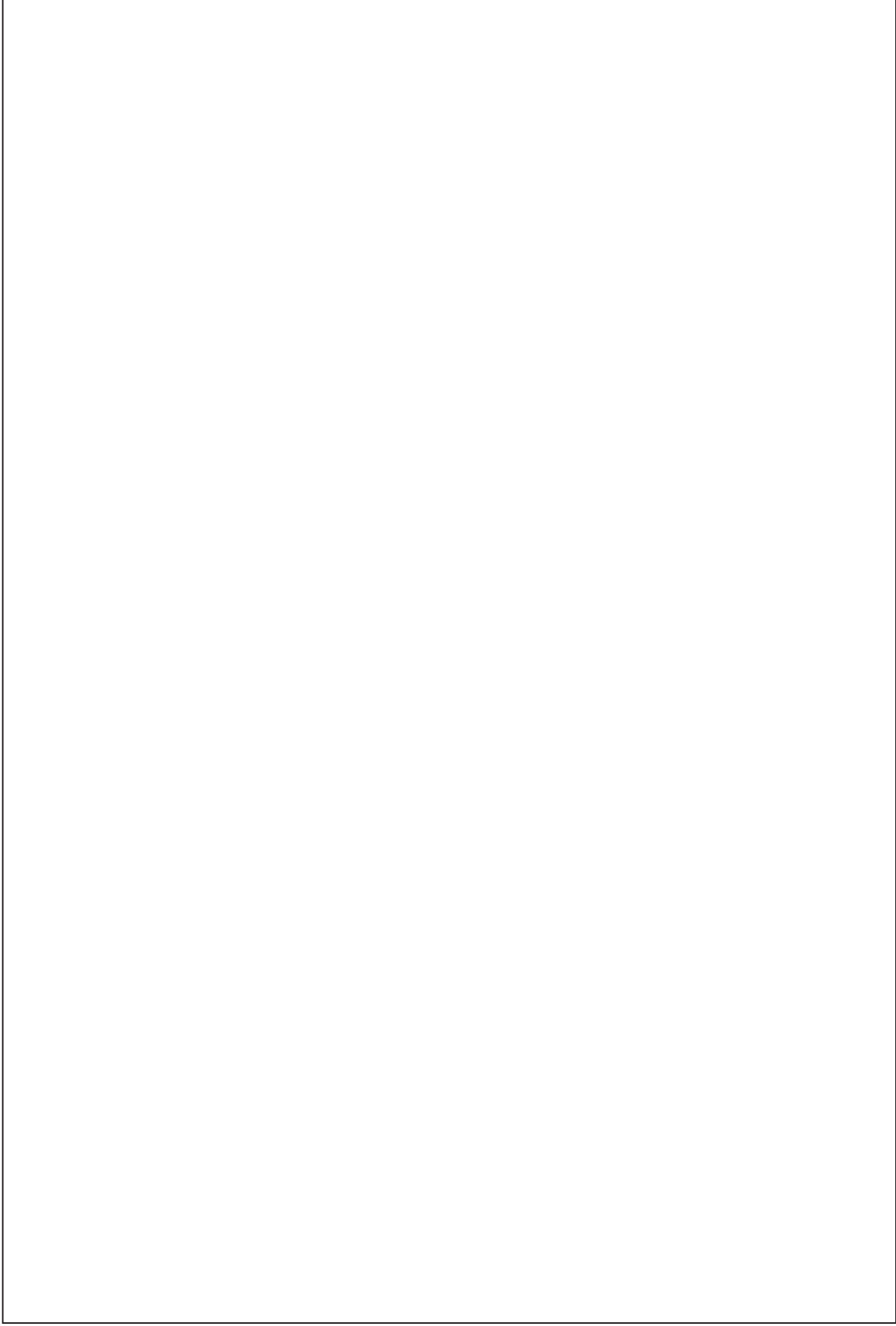
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Culminating Activity:
Creating a Class Book

Name: _____ Date: _____



Name: _____ Date: _____

Home Connection: Mini-Book

We are concluding our science unit called *Earth Science: Wondering About Puddles*. One of the important science practices that students have learned about is sharing ideas like a scientist. We invite you to engage your student in the following activity to help develop this practice at home.

Directions:

1. Let your student know that they are going to create a book about puddles. Invite your student to share what they have learned about why there are puddles in some places but not in other places. Students have learned the following science ideas in this unit:

- Science Idea 1: Water flows down as far as it can go.
- Science Idea 2: Water flows down into spaces in the ground.
- Science Idea 3: If the spaces in the ground are full, more water cannot flow down into those spaces.

Reviewing these science ideas with your student may help you support them in talking, drawing, and writing about puddles as they complete this activity.

2. Read page 1 of the mini-book to your student. Then, have your student draw a picture in the box on page 2 to depict the sentences.

3. On pages 3–6, invite your student to imagine, draw, and then explain places where they might or might not observe puddles. Either help them write a few words to complete the sentences or have them dictate to you so you can record what they say.

- Example responses for pages 3–4: A drawing of a playground with a puddle in a dip in the pavement and the sentence *This place has a puddle because the water flowed to the bottom of the slope.*
- Example responses for pages 5–6: A drawing of a sandbox without a puddle and the sentence *This place does not have a puddle because the sand here has spaces for the water to flow into.*

4. Once the mini-book is complete, read it aloud with your student. You might also have your student share the book with friends or other family members.

This place does not have
a puddle because

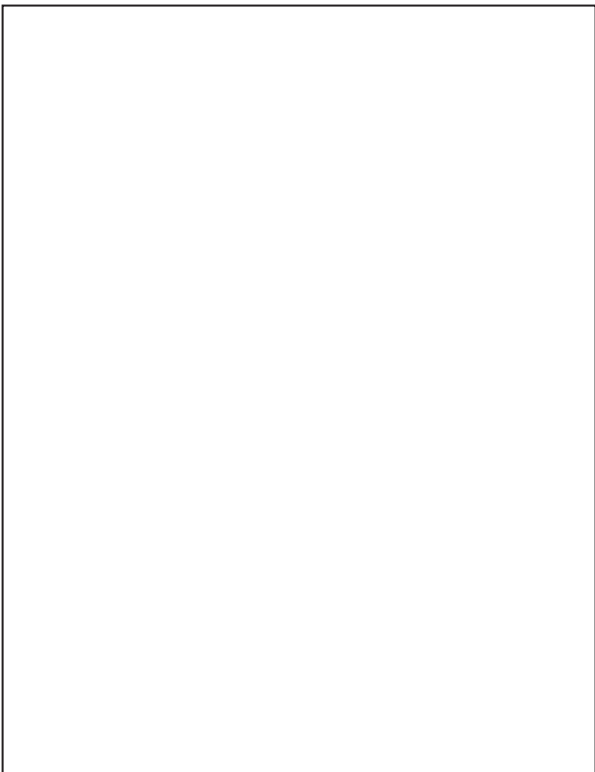
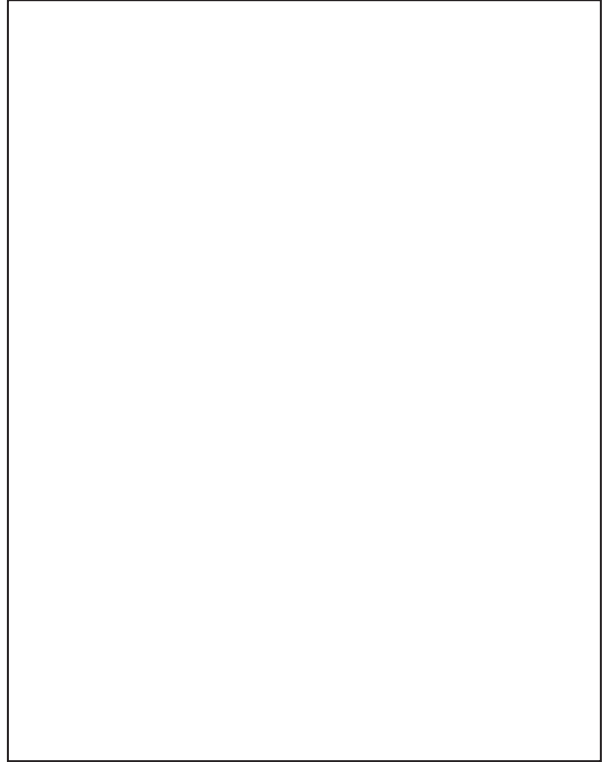
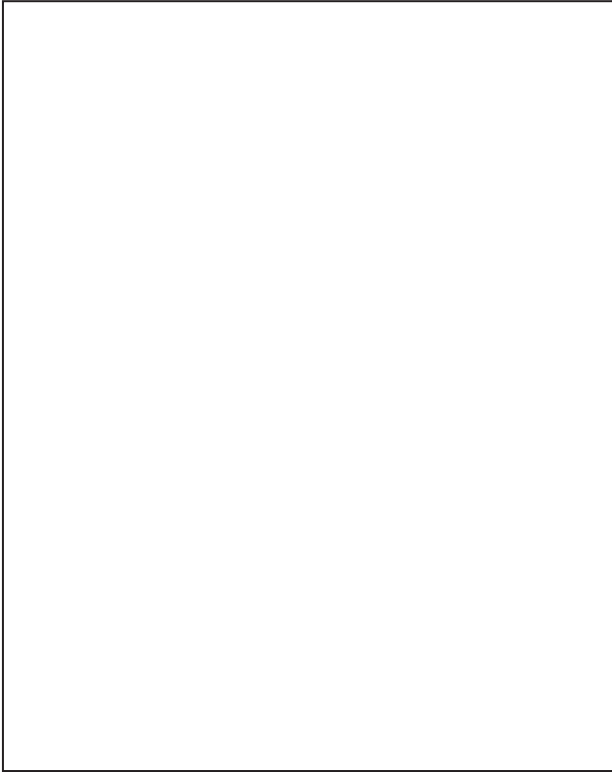
I can explain what I learned.

I investigated puddles.

I am a scientist.

Explaining Puddles

Name: _____



This place has a puddle
because _____

_____.