



Name: _____ Date: _____

Lesson 1

The Water Surrounding Us

Investigating Natural Sources of Water

Instructions: Match each vocabulary term to its definition by writing the correct letter on the line.

- | | |
|--|-------------------------|
| _____ 1. A very large piece of ice that moves slowly. | A. bay |
| _____ 2. Water that is found underground. | B. salt water |
| _____ 3. Water that is not salty; found in lakes, rivers, and underground. | C. glacier |
| _____ 4. Water found in nature. | D. natural water source |
| _____ 5. Water that collects on the Earth's surface. | E. ocean |
| _____ 6. The largest body of salt water that covers the Earth. | F. ground water |
| _____ 7. A body of water surrounded by land. | G. fresh water |
| _____ 8. Water that contains dissolved salts; found in oceans. | H. lake |
| _____ 9. A body of water partly surrounded by land. | I. river |
| _____ 10. A stream of water that empties in a lake or ocean. | J. surface water |



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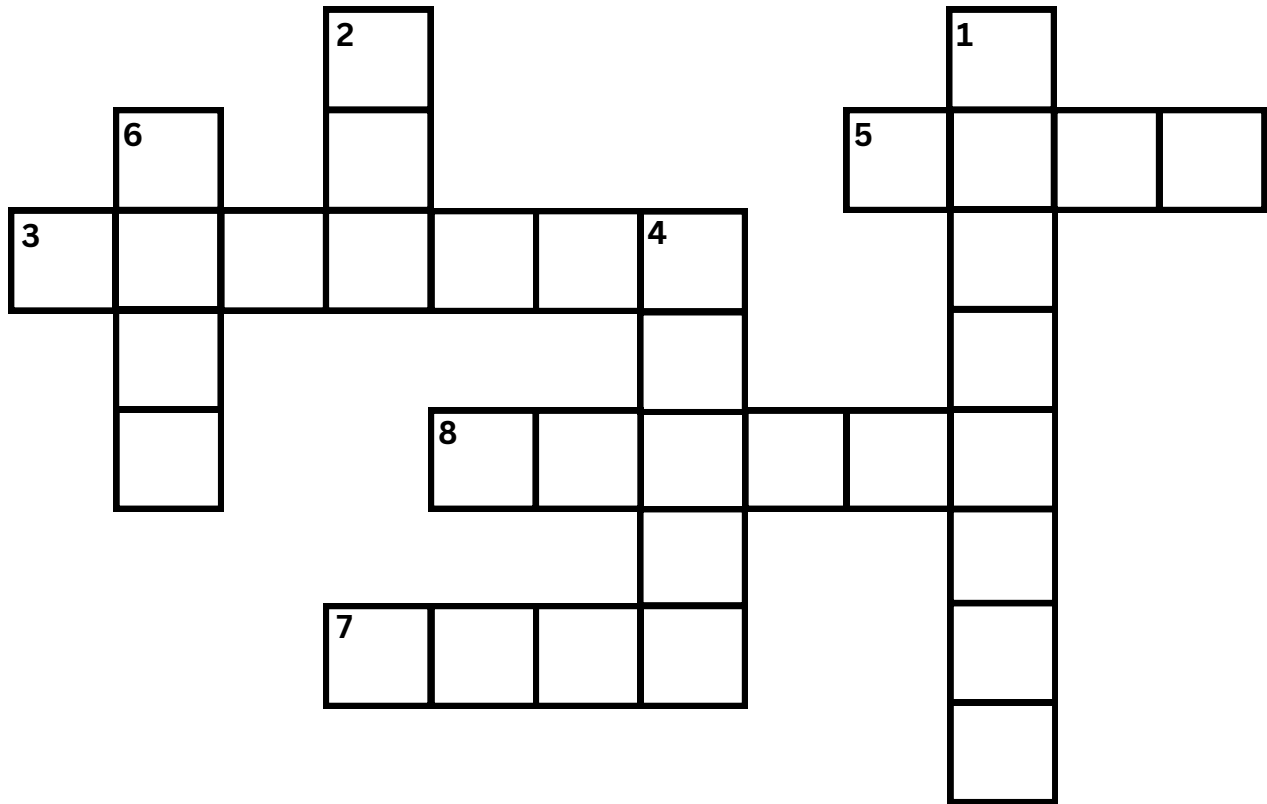
Lesson 1

It's Time to Conserve

Crossword Puzzle

Instructions: Complete the crossword puzzle using the words and clues provided below.

OFF WATER FOUR NATIVE LONG CONSERVE LOW FLOW HOSE



DOWN

1. To _____ means using only the amount of water we need.
2. Turn _____ the water while brushing your teeth.
4. _____ is the most important substance for life on Earth.
6. Do not take _____ showers.

ACROSS

3. You can conserve water by having _____ shower heads installed.
5. Do not use a water _____ to sweep the driveway.
7. Toilets use _____ to seven gallons of water with each flush.
8. _____ plants do not need as much water to grow.

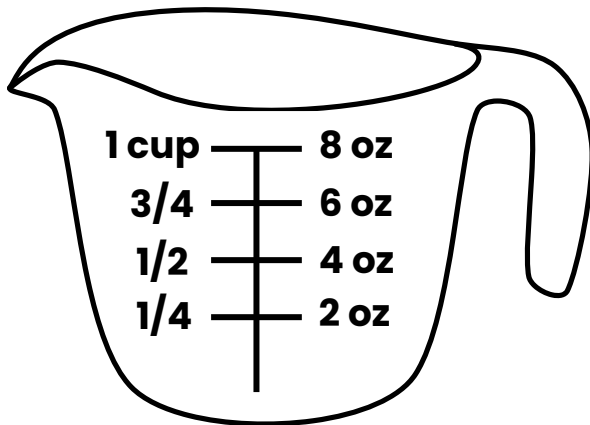
Lesson 2

Pre-Lesson Activity

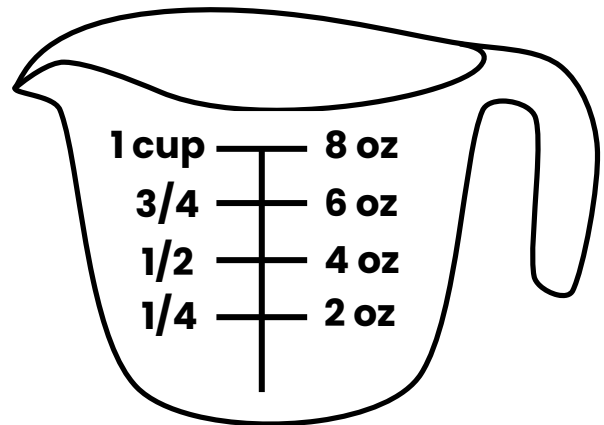
PRACTICE

Using Measuring Cups

Instructions: Color the measuring cup up to the indicated amount.

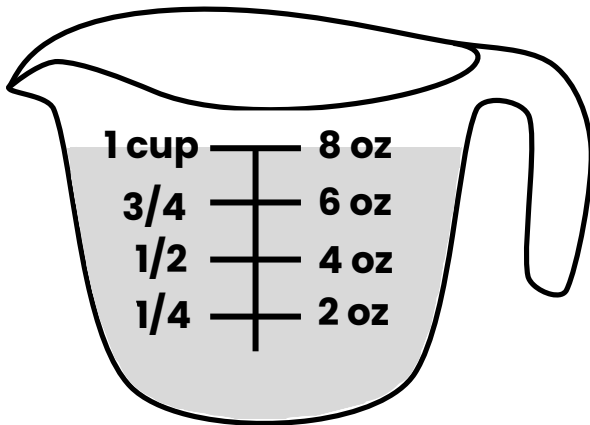


1/2 CUP



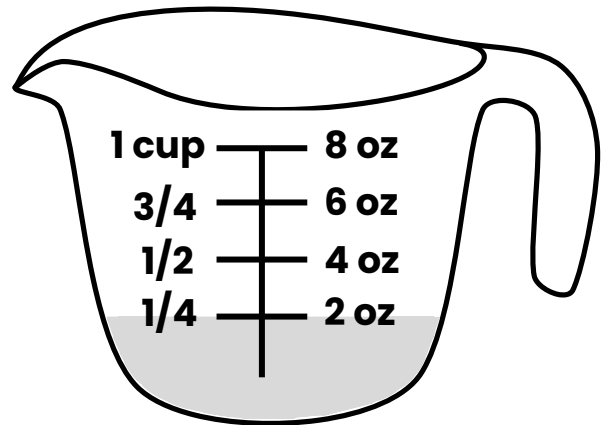
3/4 CUP

Instructions: Write down the measurement of each measuring cup in cups and liquid ounces.



_____ cup

_____ oz.



_____ cup

_____ oz.



Name: _____ Date: _____

Lesson 2

THE CASE OF THE DISAPPEARING WATER

STEP 1

Read "*The Case of the Disappearing Water.*"

STEP 2

Write down the facts of the case:

1. Original amount of water in the measuring cup

2. Amount of water in the measuring cup now

STEP 3

Write down where Frank Flowers said his mother might be:

1. If Mrs. Flowers has been gone for less than a day, she probably

STEP 3

2. If Mrs. Flowers has been gone for less than 3 days, she may be

3. If she's been gone for more than 3 days but less than 7, she's probably

4. If she's been gone for more than 7 days but less than 6 weeks, she's probably

5. If she's been gone for more than 6 weeks but less than two months, she is

6. If she's been gone longer than two months,

Lesson 2***THE CASE OF THE DISAPPEARING WATER*****STEP 4****Develop a hypothesis.****Tell what you think will happen before you do the experiment.**

1. How long do you think the water was left on the window sill?

2. Where do you think Mrs. Flowers went?

**EXPERIMENT**

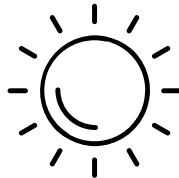
Perform an experiment to establish approximately how long it took for the water to evaporate.

MATERIALS NEEDED

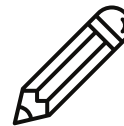
**ONE CUP
LIQUID MEASURING
CUP**



WATER



SUNLIGHT



PENCIL



**THE CASE OF THE
DISAPPEARING
WATER
EXPERIMENT DATA
SHEET**

Lesson 2***THE CASE OF THE DISAPPEARING WATER***
Experiment Data Sheet**STEP 5****Directions:**

1. Write down today's date: _____
2. Fill the measuring cup to the 1 cup line with water.
3. Put the cup in a sunny window.
4. Record how many days it takes for the water in the measuring cup to be at the three-fourths cup line. You may use the back of this sheet if needed.

STEP 6**Write your conclusions.**

1. It took approximately _____ days for the water to evaporate.
2. Where should Frank begin looking for Mrs. Flowers?



Lesson 3

**FALL
2025**

TEXAS WATER ART CONTEST

HOW TO PARTICIPATE:

1

Have your teacher sign-up for the art contest!

2

Read, "*The Case of the Disappearing Water.*"

3

Complete Steps 1 - 6 of the experiment.

4

Use your brainstorming sheet and unleash your creativity on the art contest sketch page!

5

Complete your final art piece before the contest deadline. Don't forget to add color, details and contrast.



CONTEST AWARDS

13 WINNERS will be featured in a 2026 Calendar
AND receive a prize!

The top 3 winners (1st, 2nd, and 3rd place) AND their
sponsoring teachers will receive a **SPECIAL PRIZE!**

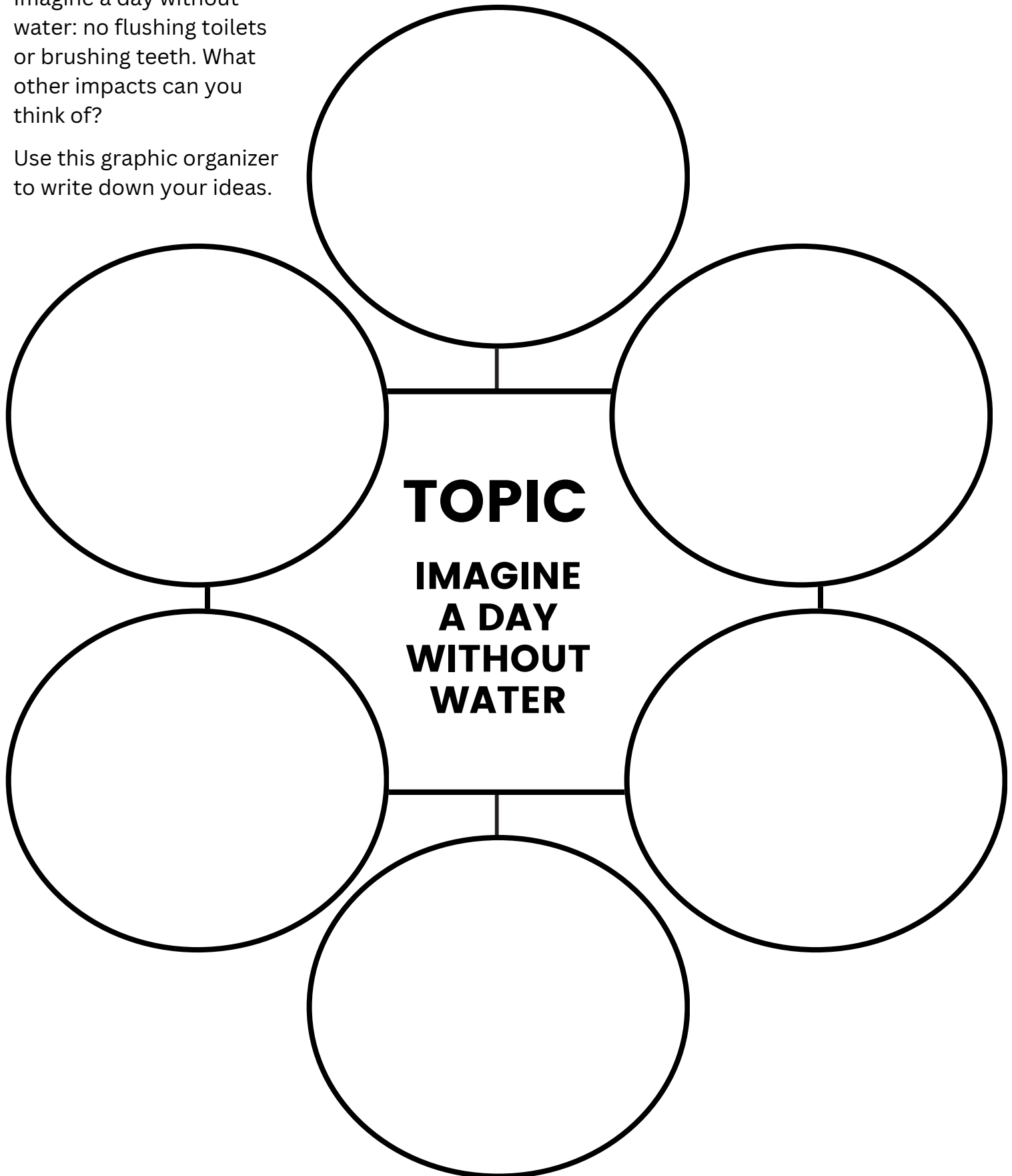
Winners and Honorable Mentions will be recognized
in an online award celebration!



Lesson 3 **DISCUSS AND BRAINSTORM**

Imagine a day without water: no flushing toilets or brushing teeth. What other impacts can you think of?

Use this graphic organizer to write down your ideas.





Name: _____ Date: _____

Lesson 3

ART CONTEST SKETCH PAGE

Get ready to exercise that creative brain of yours!

Art Contest Prompt: Sketch below why people should conserve water. Use your brainstorming sheet to help you begin. After you've completed your sketch and written a description, request a new sheet to create the final entry.

A large rectangular area defined by a thick dashed line, intended for a student to draw a sketch related to water conservation.

Use this space to write down a brief description of your picture.
