



Language Arts Science Social Studies Visual Arts Media Literacy Mathematics



WINTER IN CANADA



Grades 1 - 3 Bundle

Education

Winter In Canada

SKILL DEVELOPMENT - Language Arts, Social Studies, Visual Arts, Media Literacy, Mathematics

PAGE

• Learning Standards	2
• Looking at Art - Analysing Art Using 'SEEK'	2
• Hans Dahl - 'Snowball Fight and Snowman'	3 - 5
• Winter in Canada	6 - 7
• Write a Story	8
• Bears in Canada	9 - 13
• Does It Absorb Water - Science Investigation	38 - 40

CREATING ART - Watercolour Paint, Model Magic, Oil Pastel, Air-Dry Clay

• Bears in Winter - Clay and Construction	14 - 23
• First Snowfall - Oil Pastel Drawing on Overhead Transparency	24 - 28
• 3-D Snowman Stories - Narrative Snowman Sculpture	29 - 33
• Salty Snowman - Mixed Media Drawing	34 - 37



Learning Standards

Learning Standards describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

LANGUAGE ARTS

- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts including media texts.
- Write for an intended purpose.

SOCIAL STUDIES

- Explore the connections between people and the natural world around them.

SCIENCE

- Explore seasonal changes.

MATHEMATICS

- Develop fundamental number concepts, such as counting and recognizing patterns.

Looking at Art

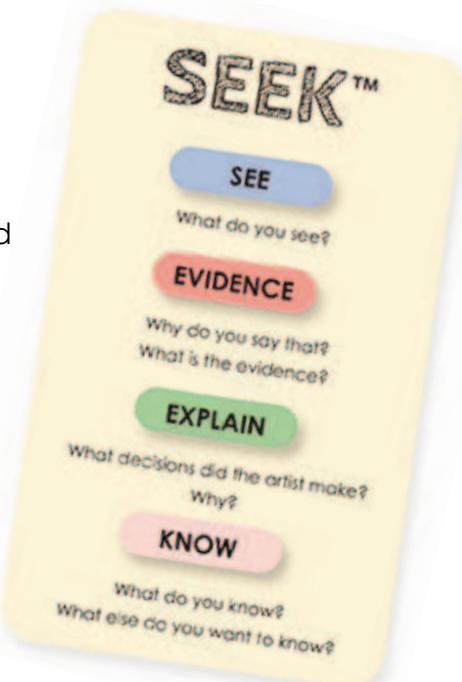
Have students use SEEK™ to help organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

SEE – Look closely at the image for about a minute. What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

KNOW – What do you know about the artist's intent? What else do you want to know?



HANS DAHL

‘SNOWBALL FIGHT and SNOWMAN’

Hans Dahl was an artist who lived a long time ago. He was born in 1849 in Norway, a country with cold winters and lots of snow.

When Hans Dahl was a boy, he liked to draw and paint. When he grew up, he became an artist who painted pictures of children playing outside. He loved making pictures of happy moments from everyday life and outdoor fun in cold weather. He wanted people to feel joy when they looked at his paintings.

Norway has long, snowy winters, like parts of Canada. Hans Dahl painted what he knew and saw around him. He showed how children dress warmly and still have fun outside.

Hans Dahl used paint to show movement. He used soft colours to make the snow look gentle. He painted faces and bodies to show feelings like happiness and excitement.

His art shows how children played long ago.

His paintings help us learn about life in another country.

We can compare winter fun in Norway to winter in Canada.

'Snowball Fight and Snowman' by Hans Dahl, 1937



Image by: https://commons.wikimedia.org/wiki/File:Hans_Dahl_Snowball_fighton.jpg#/media/File:Hans_Dahl_Snowball_fighton.jpg

HANS DAHL

‘SNOWBALL FIGHT’, 1937

Name: _____

Date: _____

1. What is happening in this picture?

2. What does the snowman look like?

3. What clues in the picture help you know how the children feel?

4. What tells you it is winter?

5. What do you notice about the colours?

6. How does the painting make you feel? What do you see that makes you say that?

7. If you could be anywhere in this scene, where would it be? Why?

Winter in Canada

Winter is a cold season in Canada. In winter, the days are shorter and the weather is colder. Many places get snow and ice. People wear warm clothes like coats, hats, mittens, and boots to stay cozy. Even though it is cold, winter is a special time when Canadians play outside, build snowmen, and enjoy the beauty of snowy days.



In **Atlantic Canada** winter is cold and windy. There is snow, and sometimes freezing rain. Storms can come from the ocean. People wear warm clothes and stay cozy indoors.

In **Central Canada**, like Ontario and Quebec, winter is cold and snowy. There is snow on the ground. People wear coats, hats, mittens, and boots. Children play outside, build snowmen, and go sledding.



In **Northern Canada**, winter is very cold and lasts a long time. There is a lot of snow and ice. The days are shorter, and it gets dark earlier. People wear very warm clothing. Animals like polar bears live in this region.



On the **West Coast**, winter is milder (not as cold). It rains more than it snows. Some places have little or no snow. People wear rain jackets and boots. Mountains nearby have snow for skiing.

No matter where Canadians live, winter is a time of snow, cold weather, and enjoying outdoor play and winter traditions.

Winter in Canada

Fill in the missing information.

1. Winter is a _____ season in Canada.
2. The days get _____
3. People wear _____
4. In Atlantic Canada winter is _____
5. In Atlantic Canada storms can come from the _____
6. In Central Canada children go _____
7. In Northern Canada winter is _____
8. On the West Coast winter is _____
9. On the West Coast people go to the mountains to _____
10. Winter is a time of _____

cold, dark	warm clothes to stay cozy	shorter	ocean
playing outside in the snow	sledding	milder and wetter	
ski	cold and windy		very cold and long

Name: _____ Date: _____

Write a story about what winter is like where you live.

THINK ABOUT THE SEASON

1. What happens where you live when fall ends and winter begins?
2. Is the air cooler or windy? Do you need a jacket?
3. Are the days shorter or darker earlier in the evening?

LOOK AROUND YOU

1. What do the trees look like? Are there any leaves on the trees?
2. Are there lots of trees, or just a few?
3. What happens on the ground?

WHAT DO ANIMALS DO?

1. What do animals do in your area in winter?
2. What animals do you see? How do they keep warm and find food?

WHAT DO PEOPLE DO?

1. Do people go outside to play, shovel snow, or wear special clothes?
2. Are there any fun winter activities where you live?

Bears in Canada



In Canada, the forests and mountains are full of bears. There are black bears, spirit bears, grizzly bears, and even polar bears in the far north. Each bear is special, and each lives in a different part of the country.

When winter comes in Canada, many bears get ready to **hibernate**. Hibernation is like a very long, deep sleep. Bears find a cozy den in a cave, hollow tree, or snow-covered spot. Inside their den, they stay warm and safe while the snow covers the land outside.

In the fall, before hibernation, bears eat lots of food. This food turns into energy that helps them survive while they sleep. During the winter, bears do not eat, drink, or go outside, but their bodies use the stored energy to stay alive.

For many bears, winter is also a special time for baby bears. Female bears often give birth to cubs while hibernating. The cubs are tiny, blind, and very small – sometimes no bigger than a cup! The mother bear keeps them warm and safe, snuggled close to her body. She feeds them milk, and they grow stronger while she stays in the den.

When spring arrives and the snow melts, the mother bear and her cubs leave the den. The cubs are ready to explore the world, play, and learn how to find food from their mother. Hibernation is not just rest for the mother, it's also the start of a new life for her cubs!

Winter is a special time for Canadian bears. They rest, stay safe, and get ready for another busy year.

Image: By larsjuh - Empty bears den, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=173958376>
[LINK](#)

BLACK BEAR

DRAW IT!

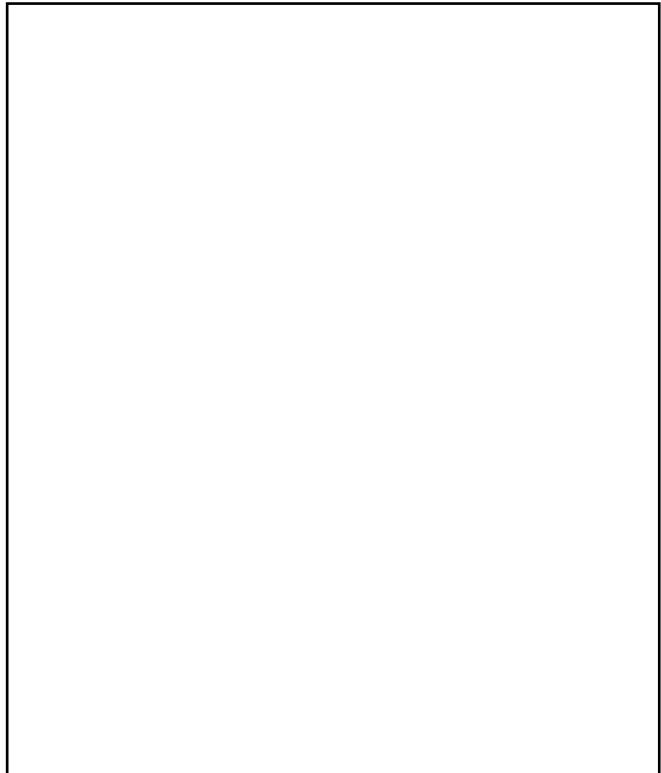
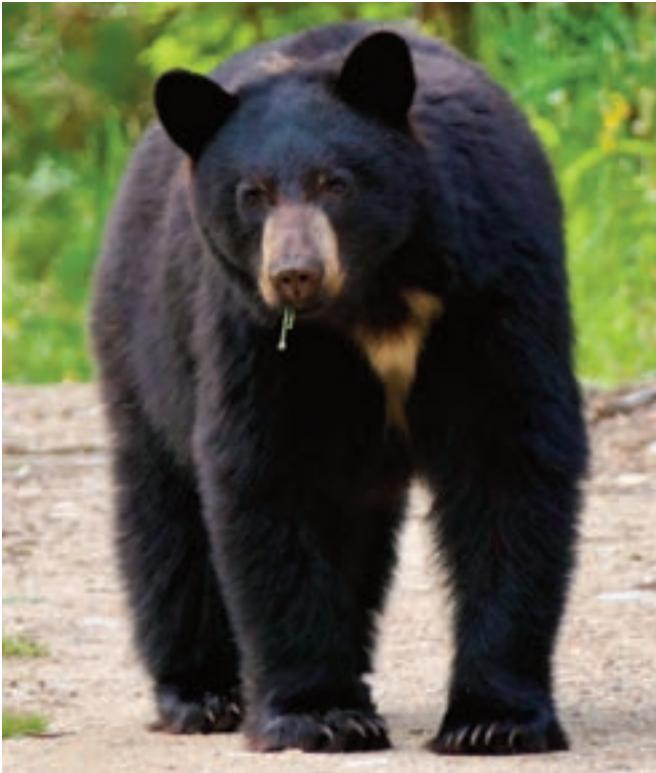


Image: By Sunshinedave - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=91904674>
[LINK](#)

Most parts of Canada with forests have **black bears**, except the far north where it is too cold and snowy. They like areas with lots of trees, berries, and streams, where they can find food and shelter. In the fall, they eat lots of berries, plants, insects, and fish. They need to get fat for winter! They are good climbers and like to stay away from people. They climb trees, fish in streams, and gather as much food as they can before they hibernate for the winter.

GRIZZLY BEAR

DRAW IT!

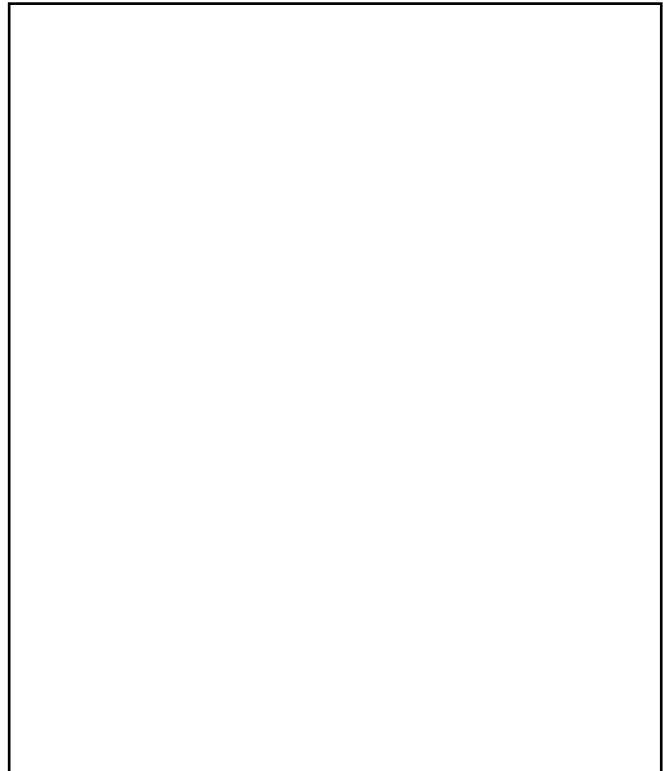
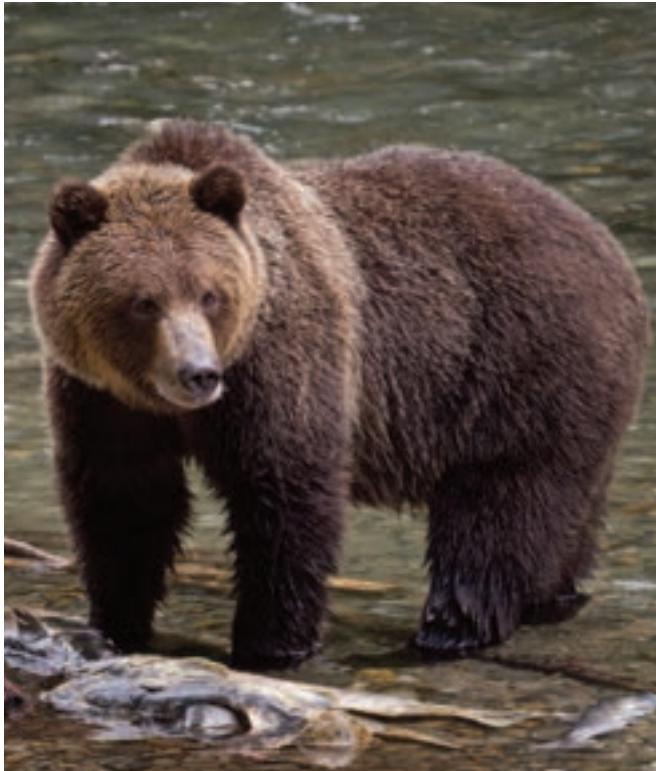


Image: By marneejill - <https://www.flickr.com/photos/rosiejuliet/37149190086/>, CC BY-SA 2.0,
<https://commons.wikimedia.org/w/index.php?curid=93794655>
[LINK](#)

Grizzly bears live in mountains and open areas, mostly in western Canada. They are bigger than black bears and have a hump on their shoulders. They are strong and big. They dig in the ground to find roots and small animals to eat. They also eat berries, and fish that they catch in the rushing rivers. They are strong diggers and runners. They need lots of energy to sleep through the cold winter.

POLAR BEAR



DRAW IT!

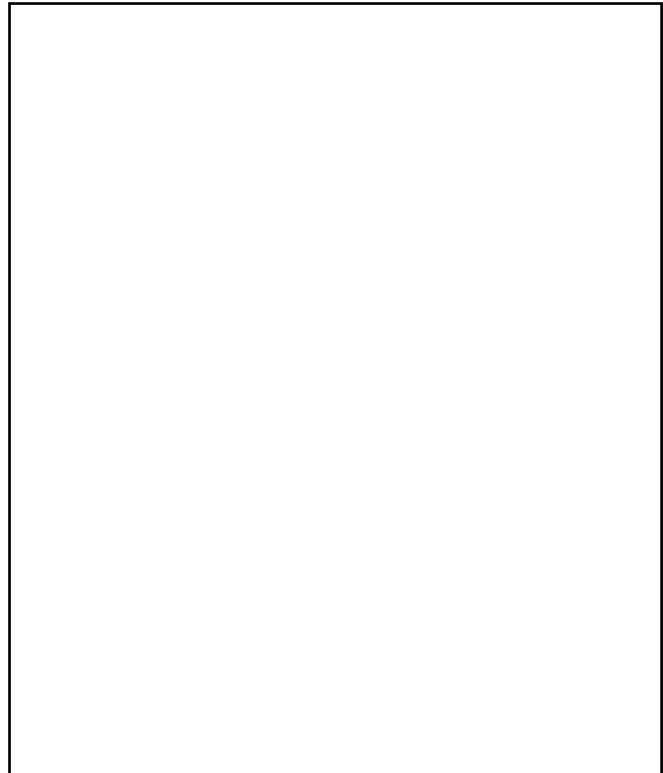
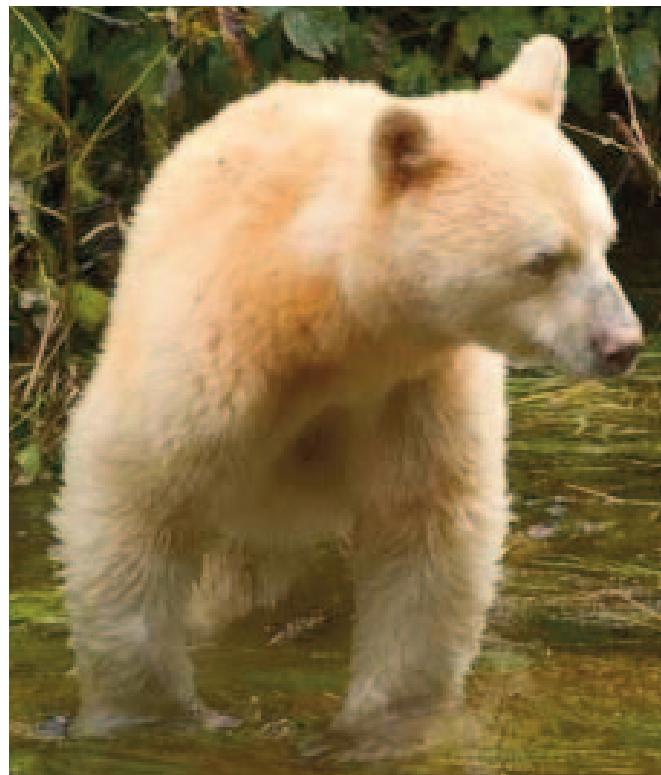


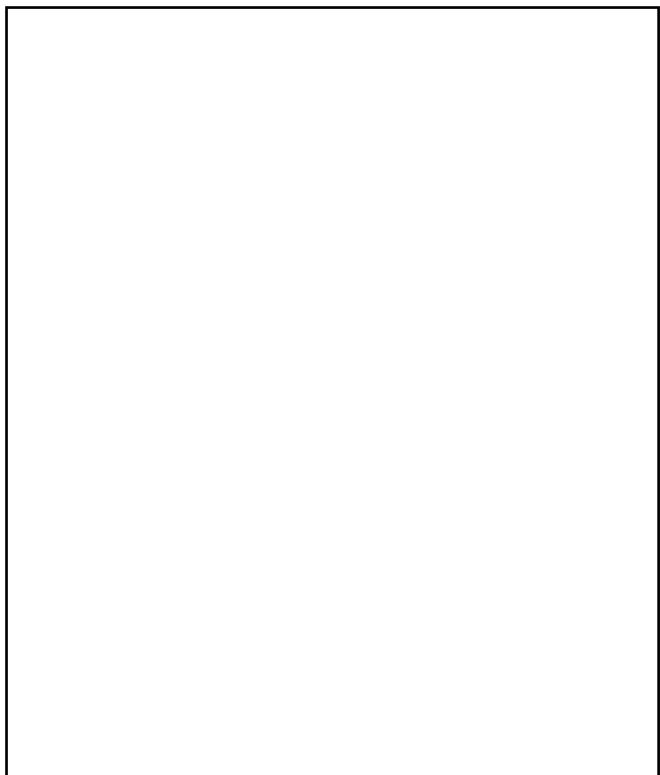
Image:By Alan Wilson - This image has been extracted from another file, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=38456823>
[LINK](#)

Polar bears live way up north, where it is very cold and snowy. They swim in icy water to catch seals. Polar bears eat mostly seals. They have white fur to help them blend in with snow and ice. Their thick white fur keeps them warm. They are excellent swimmers and need **sea ice** to hunt. They love the snow and ice, but even they need to rest during the coldest months.

SPIRIT BEAR



DRAW IT!



By The original uploader was Jackmont at English Wikipedia. - Transferred from en.wikipedia to Commons., CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=3430514>
[LINK](#)

The **Spirit Bear** is a very special bear that lives in British Columbia (BC). It is also called a **Kermode** bear. The spirit bear is a sub-species of the black bear and has white or creamy-coloured fur. Only a few spirit bears are born each year, so they are rare. Spirit bears live in the rainforests on the coast of BC. This area has tall trees, lots of rain, and rivers full of salmon. They eat salmon, berries, plants, and insects. Indigenous Peoples of the area have told stories about the spirit bear for a long time. The spirit bear is a symbol of respect, balance, and caring for the land. It reminds people to protect nature.

BEARS IN WINTER



Have you ever wondered what bears do during a long Canadian winter? In Canada, many bears get ready to **hibernate** when the weather becomes cold. In the fall, they eat lots of food to store energy in their bodies. During winter, bears sleep in cozy dens made in caves, hollow trees, or deep snow. These dens keep bears warm and safe until spring arrives.



CREATE a model of a bear in its den. Use Crayola air-dry clay to make your animal. While the clay bear is drying, make 2 triaramas, one about half as big at the other. Cut the point off the small triarama. Fit it inside the big triarama to make a shelf. Use Crayola Project paint to colour the ABOVE and BELOW ground spaces. Use different materials to add details to the ABOVE and BELOW ground spaces, for example, twigs; recycled brown paper bags; paper towel rolls and puffy paint. Place your bear in its den.



PRESENT your model to the class. Hold your model so everyone can see it. Explain your choices when making the model. Why did you use specific colours and materials? How did you create texture? What does your model communicate about hibernation? Describe how you used details to show where the den is located, e.g., inside a tree. Share what you learned. Speak clearly and smile.



RESPOND to the models. Take your time to look at the whole model. Notice details like the bear, the den, and winter surroundings. Start with a compliment about the model. Be specific and explain why you like a particular detail, e.g., "I like how you made the bear look cozy in the den. My favorite part is the snow outside." Show you are curious about their work. Listen carefully when your friend responds.



CONNECT your model to what you have experienced. Does it remind you of something you have seen or done? How do the details you added compare with a video or picture you have seen about bears? Does it remind you of real bears in Canada? What part of your model are you most proud of? Why? What did you learn while making it? If you could do it again, what would you do differently?

BEARS IN WINTER



You will need:

- Crayola Air-Dry Clay
- Crayola Washable Project Paint - 10 Count
- Crayola Paintbrushes - 5 Count
- Crayola Washable No-Run School Glue
- Crayola Scissors
- Crayola Construction Paper - 22.9 cm x 30.5 cm (9" x 12")
- Bristol Board - 30.5 cm x 30.5 cm (12" x 12") - 1 per student
- Bristol Board - 17 cm x 17 cm (7" x 7") - 1 per student
- Paper Towel Rolls - 1/2 per student
- Water Containers
- Paper Towels
- Small Objects Found in Nature - Twigs, Acorns, Leaves, Pebbles
- Pencils
- Masking Tape
- Shaving Foam
- Rulers

PART ONE - Make the Bear

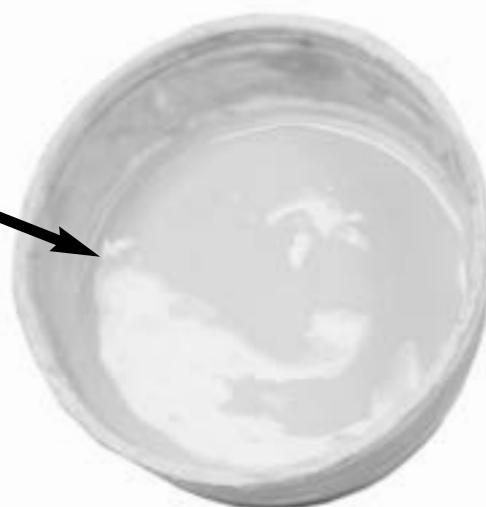


MAKE SLIP



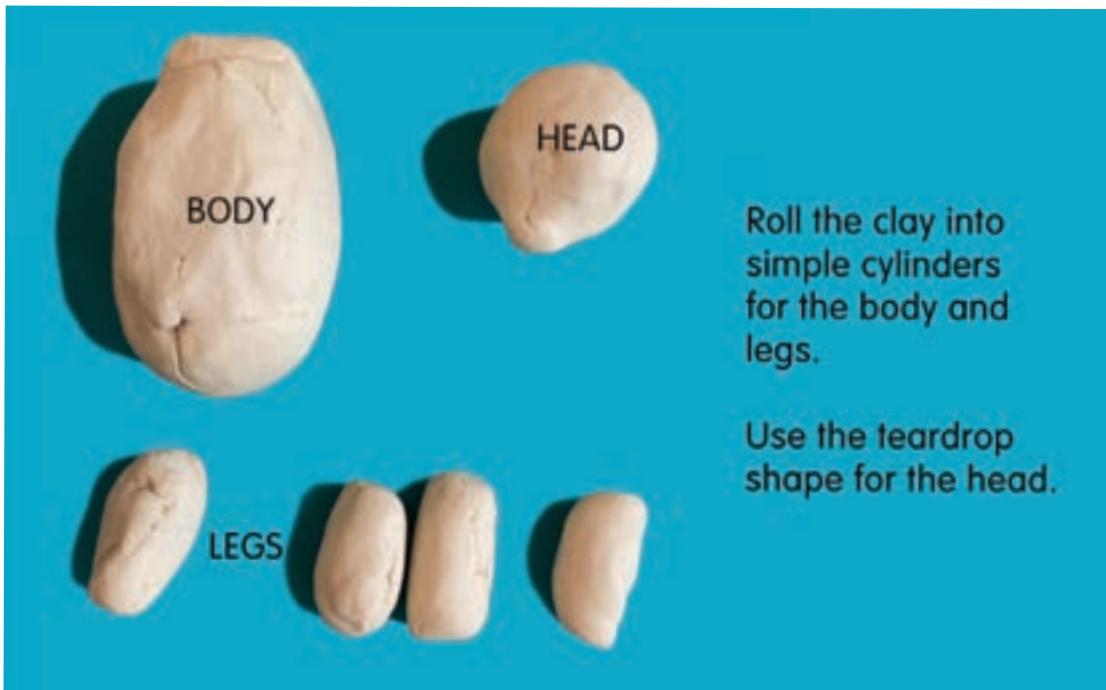
Place several lumps of clay into a small amount of water.

Mix the clay and water until it is like thick cream.



BEARS IN WINTER

2



3



BEARS IN WINTER

4



5



BEARS IN WINTER

6

Use a pin tool to scratch texture into the clay.



7

Paint your animal with Crayola Project Paint.



BEARS IN WINTER

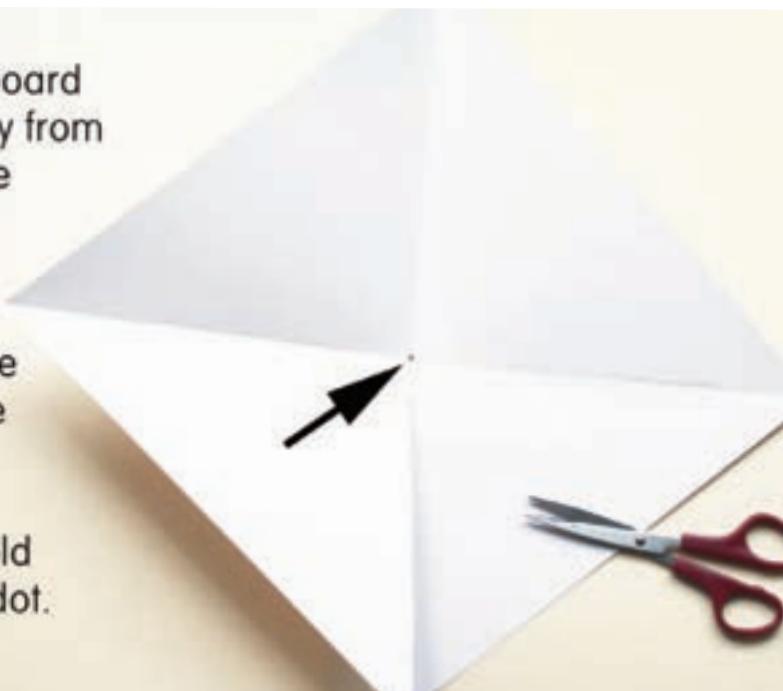
PART TWO - Make the Setting

8

Fold the Bristol board in half diagonally from one corner to the other in both directions.

Make a dot in the centre where the 2 folds meet.

Cut along one fold and stop at the dot.

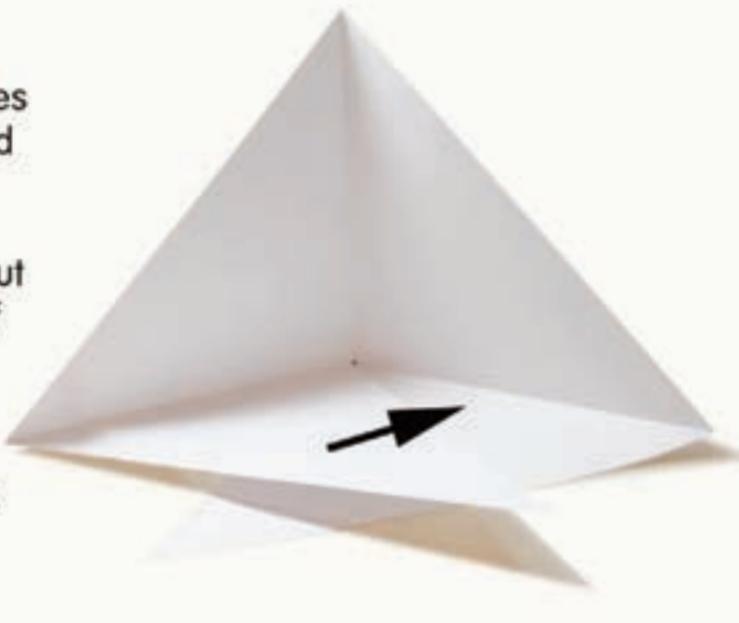


9

Fold the uncut sides of the Bristol board up.

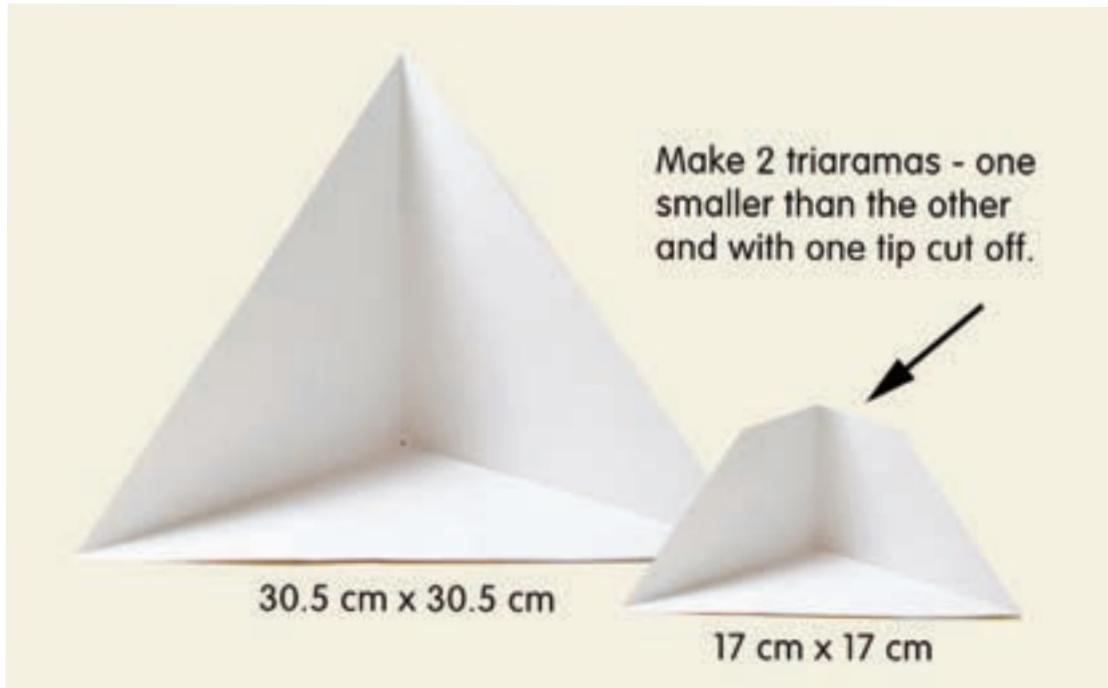
Place one of the cut triangles on top of the other one.

Glue the two triangles together.



BEARS IN WINTER

10

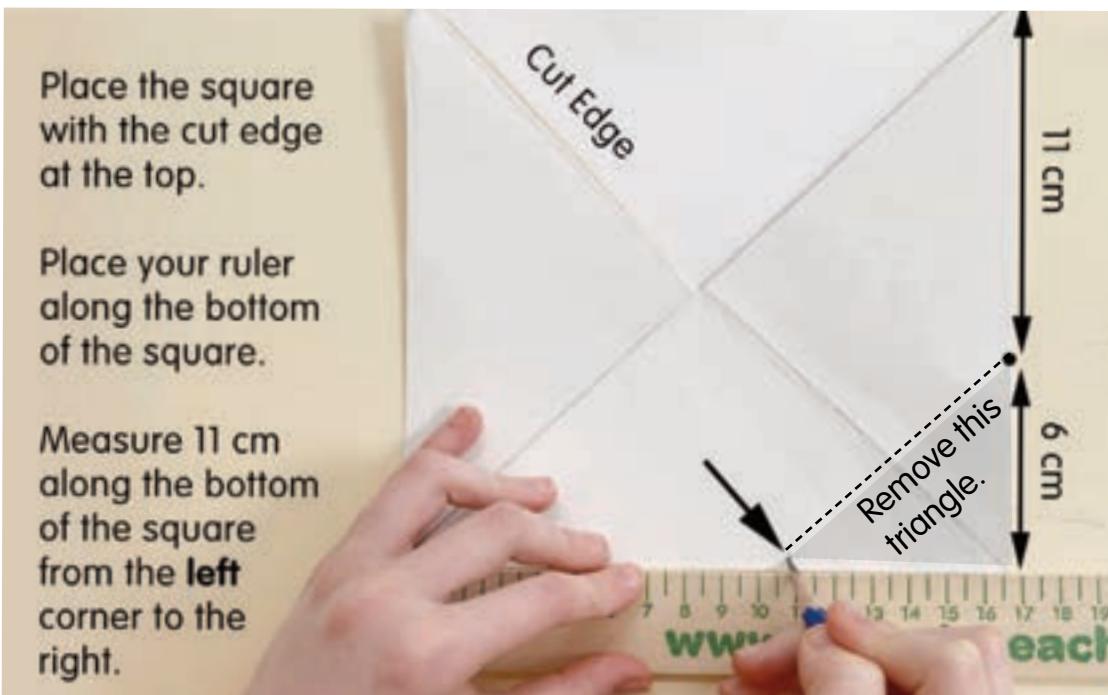


11

Place the square with the cut edge at the top.

Place your ruler along the bottom of the square.

Measure 11 cm along the bottom of the square from the **left** corner to the right.



BEARS IN WINTER

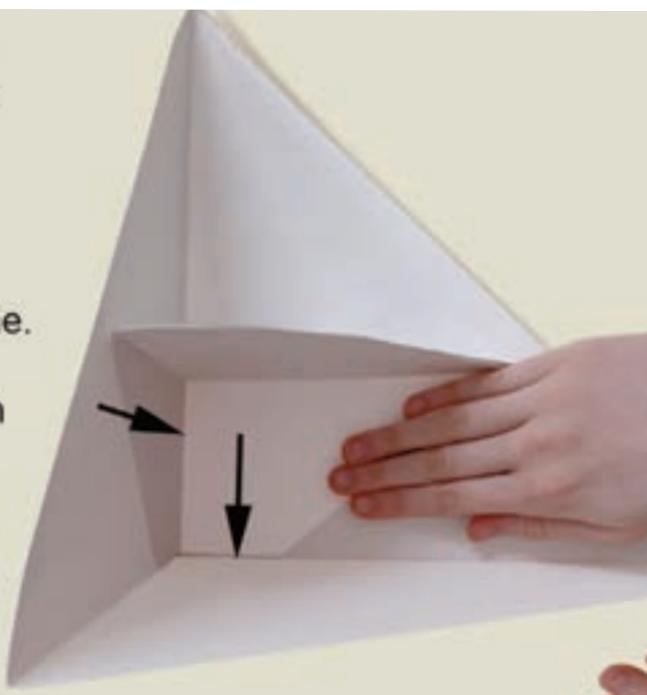
12

Place the small triarama inside the big one so the top makes a shelf.

Make sure the centre fold of the big triarama lines up with the small one.

Make sure the flat bottom of the small triarama lines up with the bottom of the big one.

Glue it in place.



13

Use Crayola Project paint to colour the spaces above and below the ground.



BEARS IN WINTER

14

PUFFY PAINT RECIPE

You Will Need:

1 cup Crayola Washable No-Run School Glue

1 cup shaving cream (foam, not gel)

Small bowls

Spoons or craft sticks

How to Make It:

Put 1 cup of glue into a bowl.

Add 1 cup of shaving cream.

Gently mix until it looks fluffy (do not stir too hard).

Use right away.

15

Use different materials to add details to the spaces.

Use **Puffy Paint** to add snow to the 'Above Ground' space.



BEARS IN WINTER

16



1. Place your animal in its den.
2. View your model with fresh eyes.
3. What do you like best about it? Why?

FIRST SNOWFALL



Have you ever felt the first snow of the season? It is a very special day in winter. The air feels cold and crisp, and tiny white snowflakes fall from the sky. The ground, trees, and rooftops slowly get covered in a soft, white blanket. Children run outside with big smiles, laughing and shouting with joy as they make snow angels and throw snowballs. Everyone is so happy to play in the snow. The first snowfall makes everything look quiet and magical, and it reminds us that winter has finally arrived.



CREATE an oil pastel drawing of a first snowfall. Try blending colours by rubbing them together with your finger or a paper towel to make smooth colour changes. Add **foreground**, **middle ground**, and **background**. The foreground is what is closest to you (like a snowman or trees). The middle ground is a little farther away (like more trees or hills). The background is far away (like mountains or the sky). Use contrast and add little details to bring the scene to life.



PRESENT your picture to the class. Before you start, look carefully at your picture. Think about what you want to say. Ask yourself: What did I draw? What colours and shapes did I use? What part of my picture am I most proud of? Hold your picture up so everyone can see it. Use a full sentence to begin. Point out the foreground, middle ground, and background. Talk about colours, shapes, and what is happening. Tell how you felt while making it. Say why you chose your scene.



RESPOND to your friend's drawing. Take your time to look at the whole picture. Notice colours, shapes, and details. Think about what you like or find interesting. Start by saying something you like about the work. Show interest by asking a friendly question. Say what the artwork makes you think of, or feel. Speak politely and use a friendly voice. Be positive and encouraging.



CONNECT your drawing with your own life. Does your drawing remind you of something you have seen or done? What is closest to you? Even though it is a flat picture, what seems to be a little farther away? How did you trick the eyes to make it feel like this? How does dividing the space make your picture look real? How did making this picture help you notice space when you are outside playing?

FIRST SNOWFALL



You will need:

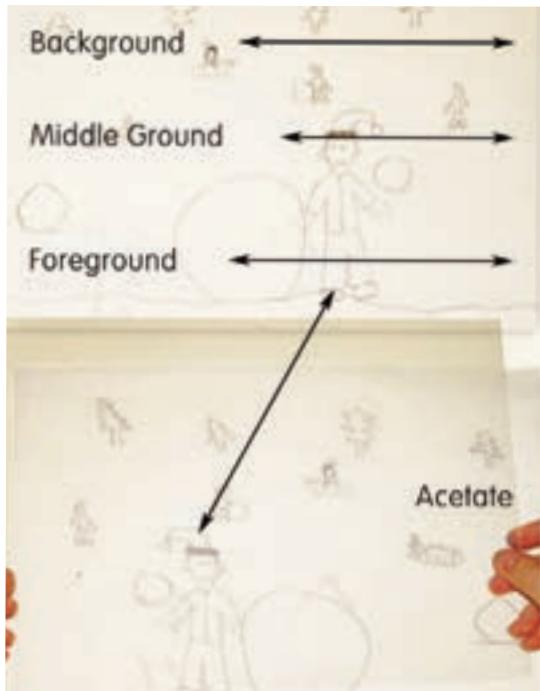
- Crayola Crayons - red, yellow, orange
- Crayola Construction Paper - 22.9 cm x 30.5 cm (9" x 12") - brown and black
- Crayola Washable Glue Sticks
- Iron
- Parchment Paper
- Old Newspapers
- Write On Overhead Transparencies - 1 per student

When you draw a flat picture you can make it look as if things are far away or close up. Objects that are in the **foreground** look close to the viewer. Things that are close, like a snowman or a tree, appear big and low on the paper. Things that are far away - in the **middle ground** or **background**, appear higher up on the paper and smaller than objects that are close to us. This helps the drawing look like it has depth.

Before starting your drawing, divide the paper into 3 sections.

- The lower 1/3 of the paper is the foreground.
- The middle 1/3 of the paper is the middle ground.
- The top 1/3 of the paper is the background.

1



Draw details in the foreground, middle ground and background on the tracing paper.

Turn your drawing over so the picture is reversed.

Place a piece of acetate on top of your drawing.

FIRST SNOWFALL



2

Tape the corners of the paper to the acetate to hold it in place.

Colour the acetate using oil pastels.

Blend colours and create contrast.



3

Remove the acetate from the tracing paper.



FIRST SNOWFALL

4

Glue the drawing to the construction paper with the oil pastel side facing down.



5

Add some highlights with glitter glue.

View your picture with fresh eyes.

What do you like best about it?

Give your picture a title.



FIRST SNOWFALL

6



WRITE ABOUT YOUR PICTURE

My picture shows _____

The colours I used are _____

My picture makes me feel _____ because _____

SNOWMAN STORIES

Have you ever made a snowman? Making a snowman is such a fun thing to do in winter. You start by rolling big snowballs for the body and a smaller one for the head. You can give your snowman a carrot nose, a scarf, and a hat. Sometimes people add sticks for arms or stones for eyes. Kids can make so many different kinds of snowmen – tall ones, tiny ones, funny ones, or even snowpeople with pets! Building a snowman helps us enjoy the first snowfall and the magic of winter.



CREATE a sculpture of a 3-D snowman that includes one other figure. Use Model Magic to sculpt your snowman. Arrange the snowman and other figure on a base so they tell a story. Make sure to use contrast and lots of details to add interest to the sculpture. Make up, and tell a story using the scene you have created as inspiration.



PRESENT your sculpture to a small group of classmates. Hold your sculpture carefully so everyone can see it. Slowly tell the story that goes with the scene. Who are they? Why are they together? What happened before this scene? What is going on now? Point out any special details. Invite your classmates to notice details or make guesses. Pay attention when your friends ask questions or give compliments. Thank them for their ideas.



RESPOND to your classmate's sculpture thoughtfully. Say something you enjoy about their sculpture. Ask about how they made up the story. Did they have a story in mind before they made the sculpture? Tell what their sculpture reminds you of. Pay attention when your friend answers your question. Add a comment if you notice something new from their answer.



CONNECT how your sculpture connects to your experiences with snow. Why did you pick that particular 'other' figure? Does your sculpture remind you of something that actually happened? Why did you include specific details? Where have you seen a snowman similar to the one you made? What did you learn about yourself by creating this sculpture and writing the story?

SNOWMAN STORIES

You will need:

- Crayola Model Magic
- Crayola Glitter Glue

- Crayola Scissors
- Bamboo Skewers
- Aluminum Foil

- Cardboard or Foam Core Board -
- about 12.7 cm x 17.7 cm (5" x 7")

1

Make 3 balls of aluminum foil for the body of the snowman.



2

Stack the 3 foil balls on top of each other.

Insert a bamboo skewer into the foil balls to hold them together.

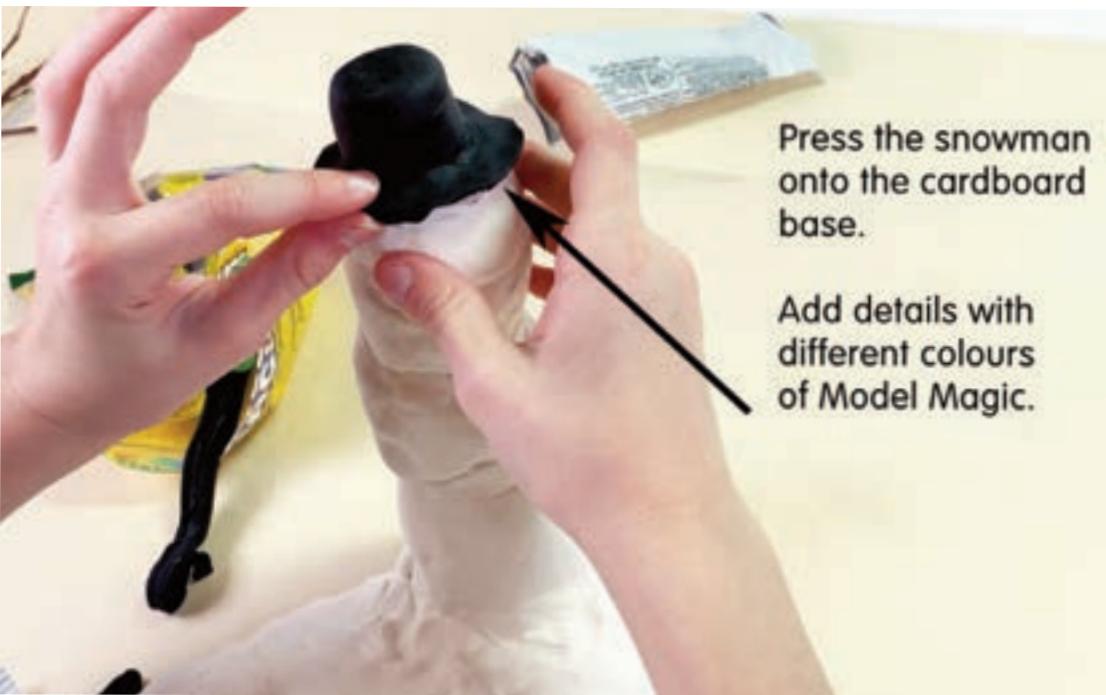


SNOWMAN STORIES

3



4



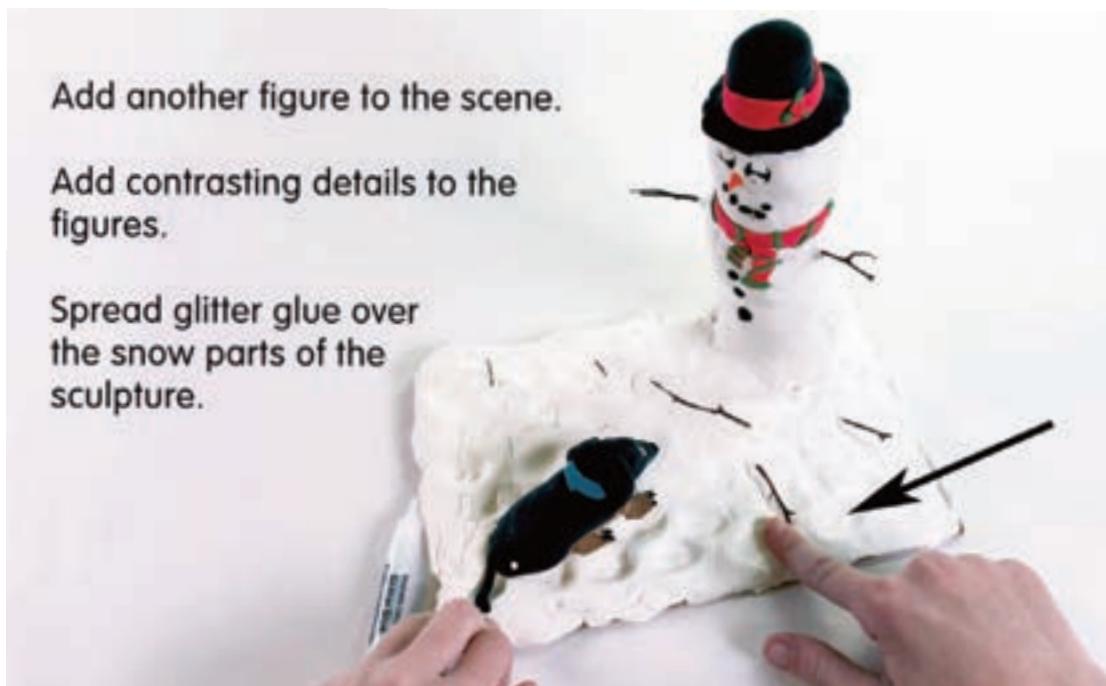
SNOWMAN STORIES

5

Add another figure to the scene.

Add contrasting details to the figures.

Spread glitter glue over the snow parts of the sculpture.



6

WRITE A STORY ABOUT YOUR SNOWMAN

1. BEGINNING - Who is in the story?
 - Where is the snowman?
2. MIDDLE - What does the snowman look like?
 - What does the snowman do?
 - Is there a problem or surprise?
3. ENDING - What happens at the end?
 - How does the story make you feel?

CHECKLIST

My story has a

- ✓ BEGINNING
- ✓ MIDDLE
- ✓ END
- ✓ I used describing words
- ✓ I wrote about winter
- ✓ I wrote about my snowman

SNOWMAN STORIES



MY SNOWMAN SURPRISE

One cold winter day, I built a snowman in my yard. I gave him a round head, a carrot nose, and a red scarf. He looked happy in the snow.

Max ran outside. He barked and wagged his tail. Max sniffed the snowman. He liked my new snow friend.

Suddenly, the snowman moved! "Hello!" he said with a big smile. I was surprised. Max barked again and jumped around happily.

I played in the snow with Max and the snowman. We made snow angels and rolled big snowballs. Max tried to catch the snowballs, and we all laughed.

When the sun went down the snowman waved goodbye and stood very still. Max and I ran inside. I smiled. I would never forget my snowman and my dog.

SALTY SNOWMAN

Have you ever noticed how a paper towel soaks up water when you spill a drink? This is called **absorption**. Absorption happens when something takes water inside itself. Materials like sponges, cloth, and soil absorb water, while materials like plastic, metal, and glass do not. Absorption is important because it helps plants grow, helps towels dry us off, and helps keep us comfortable in our clothes.



CREATE a picture of a snowman. Draw the snowman with Crayola white glue. Be careful to not let the tip of the glue bottle touch the paper. Make your lines nice and thick. While the glue is still wet, pour lots of salt over the glue drawing. Make sure to cover all the glue. Carefully shake the salt off the drawing and into a large container. Next, use watercolours to paint your snowman. Lightly touch the surface of the wet salt/glue with the tip of your paintbrush. Notice how the colour spreads along the surface. The salt is absorbing the colour.



PRESENT your salty snowman picture to the class. Share what you learned about mixing colours. Explain what you noticed when you covered the glue drawing with salt. Talk about what happened when the paint touched the salt. What did that remind you of? What did you like best about the activity? What do you like best about your picture? Why?



RESPOND to your classmate's salty snowman picture. Look at the whole picture carefully. What stands out to you? Why? Tell what you like about the picture. Share how your friend's picture is similar yet, different than your own. Ask a thoughtful question. Use a kind voice and look at your friend when you are speaking.



CONNECT your salty snowman picture with other pictures you have made. Did the salt help make your snowman look icy or snowy? Think about what you have seen outside. Have you seen sparkly snow or ice outside? Have you noticed how salt changes snow on sidewalks or roads? What did you notice about how the salt absorbed the paint? What happened to the paint because of the salt? What does your salty snowman remind you of?

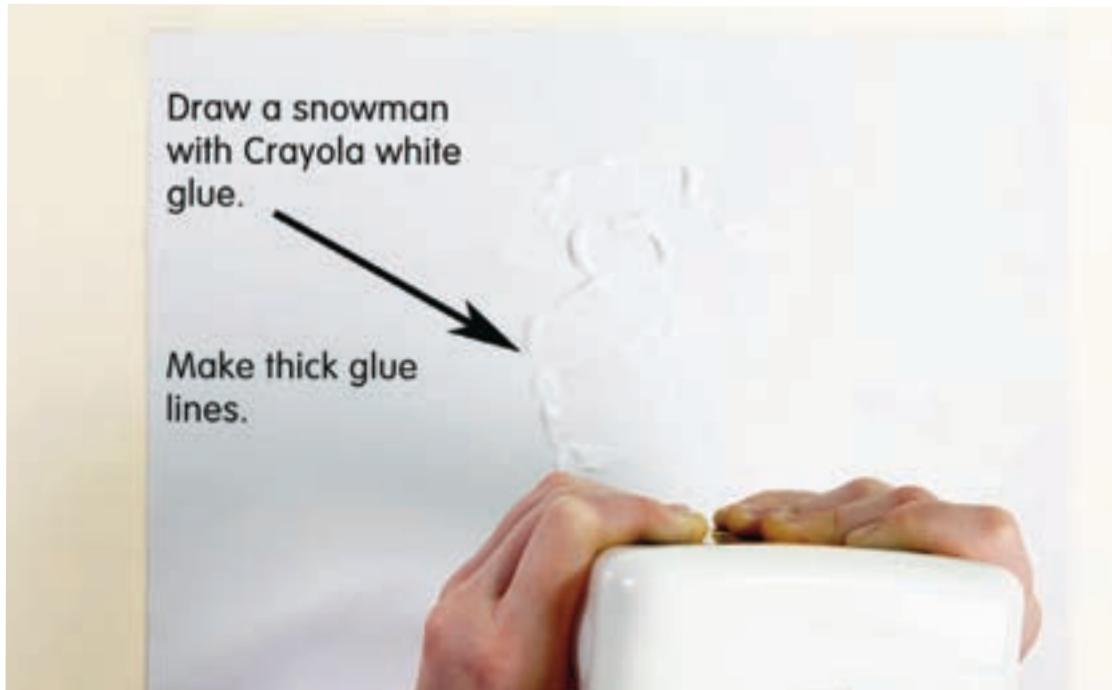
SALTY SNOWMAN

You will need:

- Crayola Watercolour Paints
- Crayola Washable No-Run Glue

- Crayola Marker & Watercolour Paper or Cardstock Paper
- 22.9 cm x 30.5 cm (9" x 12")
- Table Salt

1



2



SALTY SNOWMAN

3

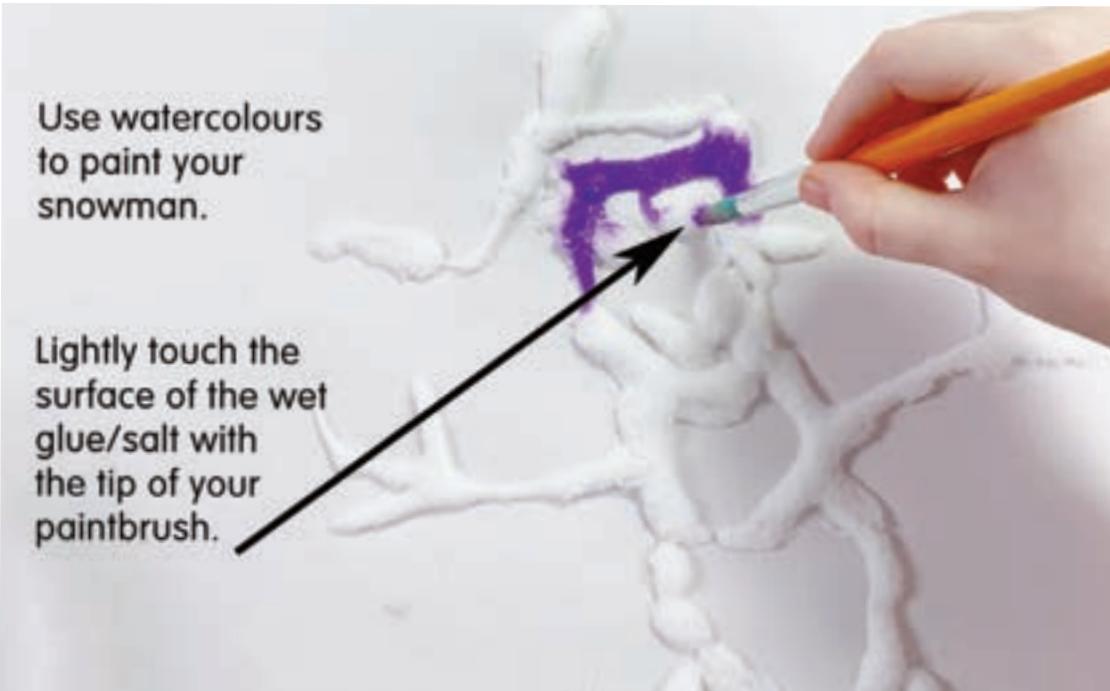
Shake the salt off the drawing and into a large container.



4

Use watercolours to paint your snowman.

Lightly touch the surface of the wet glue/salt with the tip of your paintbrush.



SALTY SNOWMAN

3



MY SALTY SNOWMAN PICTURE

I made a snowman with _____

The salt helped my snowman look _____

The colours spread and _____

I learned that salt _____

My picture makes me feel _____ because _____

DOES IT ABSORB WATER??

You will need:

- Small cups of water
- Eye droppers or spoons
- Different materials (for example:

- Paper Towel
- Tissue
- Dry Sponge
- Dish Cloth

- Plastic Lid or Bag
- Aluminum foil
- Dirt
- Coffee Mug

1. PREDICT

- Look at each material.
- Ask: Will this absorb water or not?
- Give a thumbs up for yes, thumbs down for

2. TEST

- Put a few drops of water on each material.
- Watch what happens.
- Does the water soak in?
- Does it stay on top and roll off?

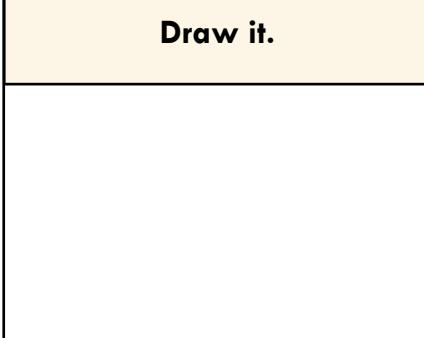
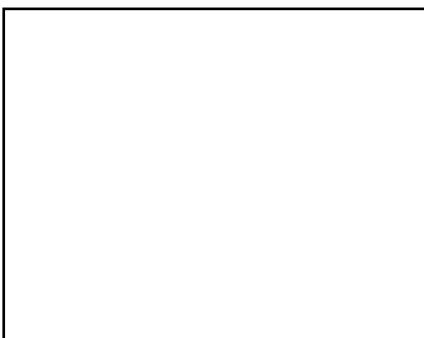
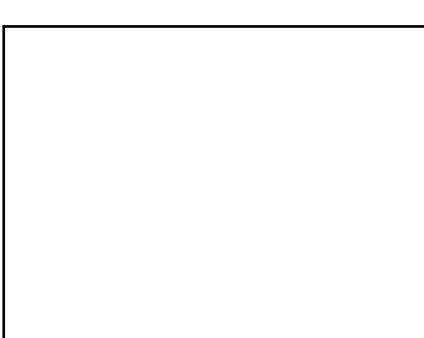
3. SORT

- Make 2 groups:
- Absorbs water
- Does not absorb water

4. TALK ABOUT IT

- Which material absorbed the most water?
- Which did not absorb at all?
- Why?????

DOES IT ABSORB WATER??

			
Draw it.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	Describe what happened.
			<hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/>
			<hr/> <hr/> <hr/>

WHY DO SOME THINGS ABSORB WATER AND OTHERS DO NOT?

Some things absorb water and others do not because of what they are made of and how they are shaped.

Materials like sponges, paper towels, cloth, and soil have tiny spaces inside them. Water can move into these spaces, so the material soaks up the water. This is called absorption.

Materials like plastic, metal, and glass are smooth and solid. They do not have tiny spaces for water to go inside, so the water stays on top and does not soak in.

That is why towels absorb water, but rain boots and plastic cups do not.

WHAT I LEARNED ABOUT ABSORPTION

I learned that absorption means _____

I learned that materials that absorb water have _____

I learned that materials that do not absorb water are _____

I think it is important to know about absorption because _____