

## Drying Socks

**Companion Text:** I Lost My Sock, by Lin Jakary & Ryan Olson

**Subject Area & Grade Level:** Science, Kindergarten

### Objectives

After this lesson, students will be able to:

- Explain how a dryer works in simple terms
- Define evaporation in their own words

### Staging Activity

At the very beginning of the school day, take students outside to a grassy area and have them feel the dew with their fingers. Ask them what they are feeling (water), and what they think will happen to the water on the grass by the time they go home at the end of the day. Tell them to think about it for a little bit and you will explain the answer later.

### Core Activity

Read the story once through without stopping, and then open back up to page 2. Ask the students if a dryer can really eat socks, or any clothes. Ask if anyone knows how a dryer really works, and then give a simple explanation such as the following. A dryer is like a big, metal drum that gets very hot. When you put wet clothes in it, they get warmed up, and the water from the clothes is turned into steam, which leaves the dryer from a pipe attached to the back and is released outside. Since the water has been pulled out of the clothes, the clothes are left dry! Heating up water turns it into steam, and it floats off into the air. Introduce the vocabulary word “evaporation” as the process of heating up water so it turns into steam. Challenge students to use the word “evaporate” in a sentence, for example, “A clothes dryer heats up wet clothes so that the water in them *evaporates* out.”

### Extension

Remind students that they were contemplating what happens to dew as the day warms up and the sun comes up. Help students to make the connection between how a dryer works and what happens to the morning dew— both are examples of water evaporating, or turning into steam/vapor. To reinforce this idea, have students draw a picture of an example of water evaporating. They could copy the picture of the dryer on p.3, adding a pipe on the back for steam to vent, or draw the grass outside, or a pot of water on the stove. Help each student to think of an example, and be sure that whatever they draw, they add arrows to show the water moving into vapor. If you have students who are writing letters, you can have them copy “EVAPORATION” under their picture. When everyone has finished coloring their pictures, you can hang them all on the wall together for reinforcement.

