

Water Cycle/Water Web Lesson Plan

Teacher

Date

School

SLE # ESS.8.4.7: Describe the processes

of the water cycle: precipitation, evaporation, and condensation, W.4.4.1: Organize writing to convey a central idea, W.4.4.7: Write several related paragraphs on the same topic

Objectives:

Content: I will describe the process of precipitation in the water cycle.

I will describe the process of evaporation in the water cycle.

I will describe the process of condensation in the water cycle.

Language: I will be able to organize writing to convey a central idea as I write a story about my journey through the water cycle.

I will be able to write several related paragraphs about the water cycle in my story.

Assessment: The teacher will be able to assess students' knowledge through their writing and also assess their participation throughout the activity.

Technology/Materials: pictures of the different parts of the water cycle/web, instruction sheets, 1 die per station, tally sheet/activity sheet, beads and fishing line/bracelet string (optional)

Vocabulary: water cycle, precipitation, evaporation, condensation, water vapor, liquid, describe

Bloom's: ☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluation ☐ Creating

Questions: Who can recite the steps of the water cycle in order? Is there a certain order that all water follows? Explain why it is impossible for all water on Earth to follow a certain cycle? Is it possible for water to stay in the same region forever? Predict the path of water that you pour out onto the ground. Construct a path that the water follows.

High Yield Strategies: ☐ Identifying similarities & Differences ☐ Summarizing & Note Taking ☐ Cooperative Learning

☐ Reinforcing Effort & Providing Recognition ☐ Setting Objectives & Providing Feedback ☐ Generating & Testing Hypotheses

☐ Cues, Questions & Advanced Organizers ☐ Homework & Practice ☐ Nonlinguistic Representations

Instructional Strategies:

Set: We have learned that there are four steps of the water cycle. Those steps are evaporation, condensation, precipitation, and storage. But does water follow a true cycle where it continuously travels through the water cycle? Water follows more of a web than a cycle because the water may stay in one place for a period of time before moving on to another step of the process. Another thing that we need to remember is that there are a lot of different factors that influence water. Does water travel from the ground to the sky and then back down again? Give me some examples of factors that might change or influence the flow of water. Let's make a list of these factors. (Students may say animals, plants, people, etc) Does the water always stay in one form? What are the forms of water and where do you predict they would occur in our water cycle?

Model: What we're going to do is simulate the path of a drop of water. As you can see, there are different stations set up all around the room. When I direct you to, I want you to choose 1 station to start at. Will everyone be at the same station? No, because water doesn't all start at the same place. Once you are at your station, you are going to write down what station you are at on your tally sheet/activity sheet. Then, roll the dice at the station. Look at the number and then look at the paper underneath the picture of your station. If your number is a 1, then go to the station listed. If it says, "Stay" then you will stay at that station. If there is a line, you will need to go to the end of the line and wait your turn to roll again. You will need to write what station you went to 2nd on your activity sheet. If you had to stay, then you will write the name of the station you had to stay at. You will need to do this X times, recording your moves on your

activity sheet. (X= 10, 15, 20 depending on how many times you want them to go and your time limit!) After you roll X times, please go back to your seat.

Guided Practice/Strategies: The teacher will model how to roll dice and move from station to station.

Intervention Strategies: Teacher will want to walk around and help students follow steps and help with movement around the room.

Accommodations & Modifications (IEPs) Teacher may choose to have certain students roll less times and or travel around from station to station with another student.

Independent Practice/Activities: Students will have the opportunity to move from station to station and track their movements on their activity sheet. The students will then write a story chronicling their journey through the water cycle. The students can add characters, a plot, and even places they visited while on the journey.

Enrichment Activities: When the students done with the activity, they can make a bracelet/necklace/key chain that chronicles their movements. (The teacher will need to provide different colored beads for each station and some fishing line or necklace/bracelet string. Ex. White for clouds, blue for ocean, brown for soil, etc.)

Closure: Now that we have done our activity, can you say that water follows a perfect circle while going through the water cycle? Describe some of the factors influencing your journey. What were some of the difficulties with the activity? What did you learn about the path that water takes as it goes around the world?

Homework: Draw a picture or write a short story about the path that water from your kitchen sink or toilet would follow.

Interdisciplinary Items Included:

Estimated Time for Unit: 1 day

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