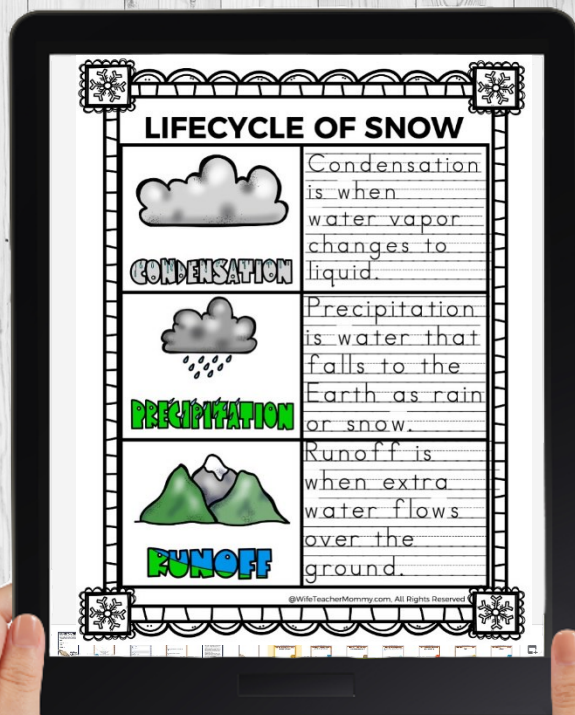


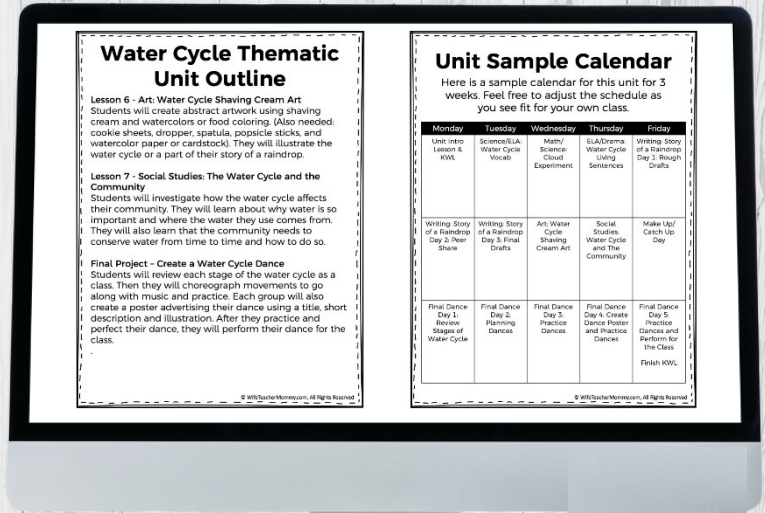
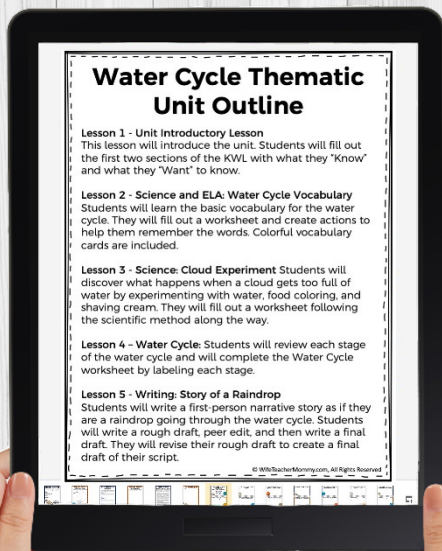
# Water Cycle Thematic Unit

Lower Grade



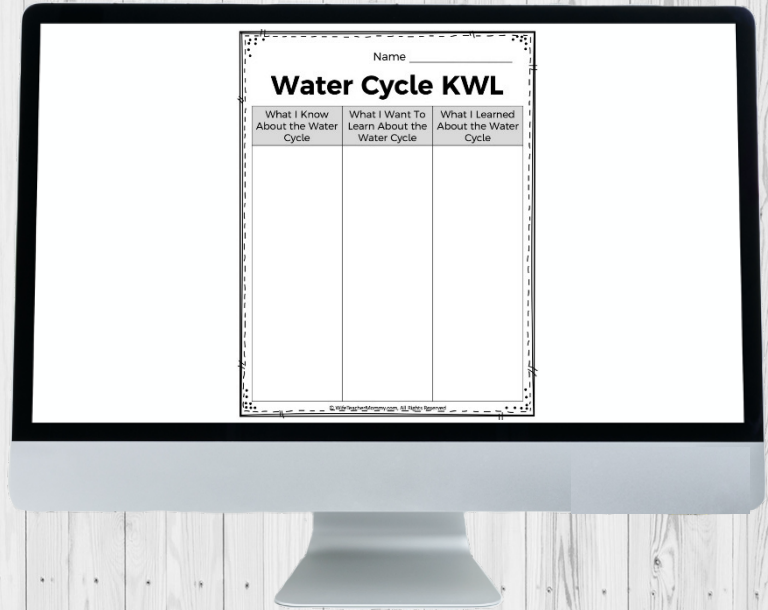
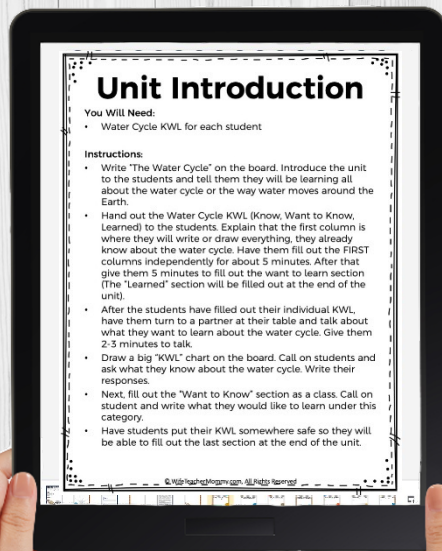
Digital  
Version

# Easy to Follow Full Unit Outline and Calendar



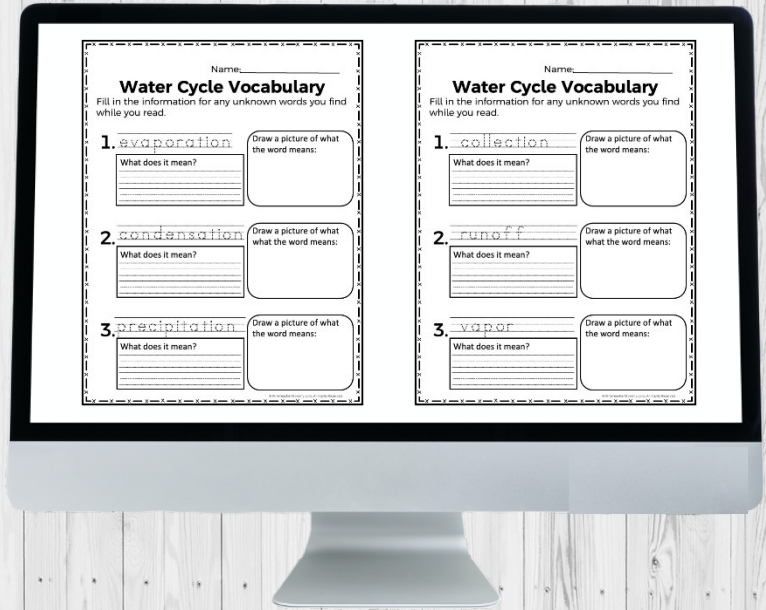
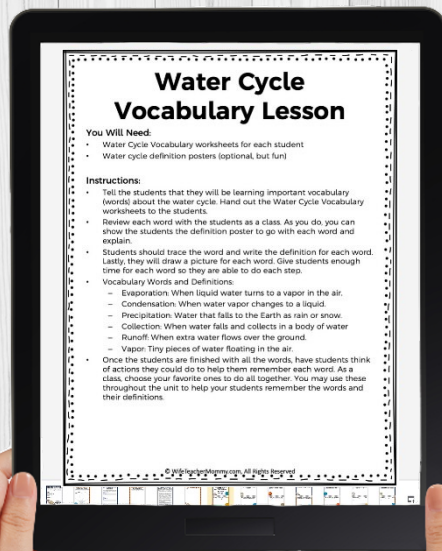
We have included everything you need in order to enhance a seamless Water Cycle focused thematic unit that your students will love! We have also included all the detailed lesson plans you will need for each element of this unit and final project.

# Unit Introduction and KWL Activity



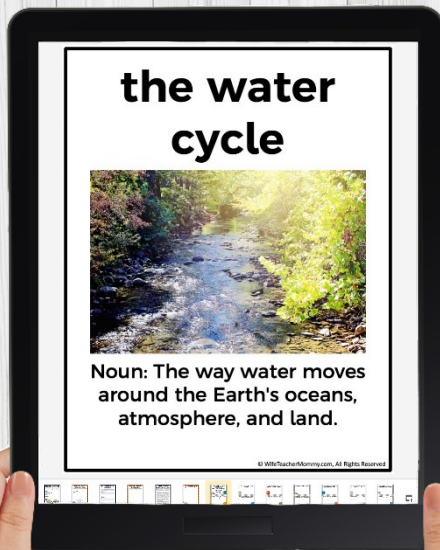
To kick off the Water Cycle unit your students will love reflecting on their prior knowledge and making a list of the things they would like to learn. At the end of the unit, your students can list everything they have learned.

# Water Cycle Vocabulary Lesson and Worksheets



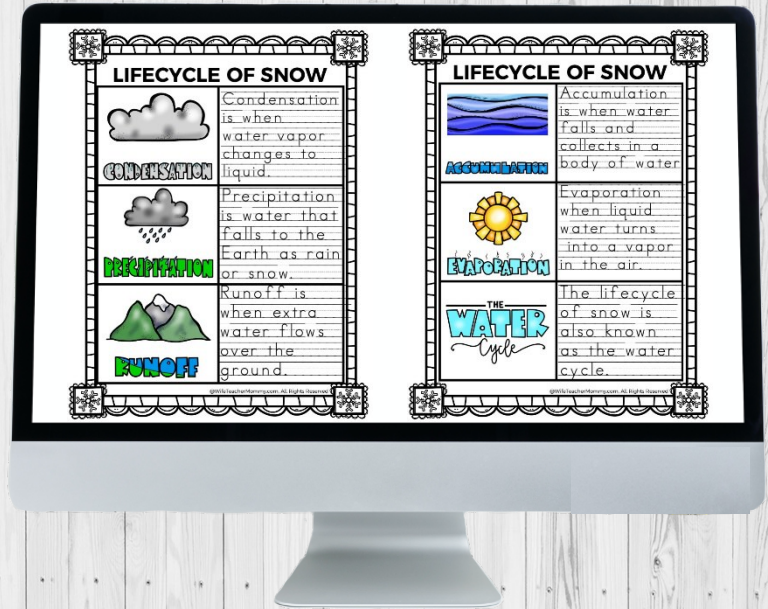
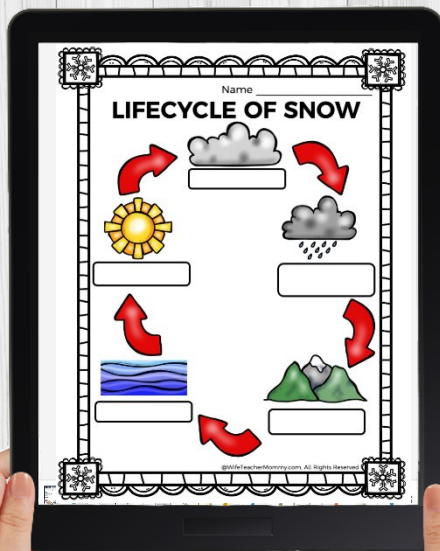
Your students will love becoming Water Cycle experts and learning the vocabulary that will be used throughout the entire unit using the lesson plan and Water Cycle Vocabulary worksheets.

# Bright Informative Posters to Introduce Vocabulary



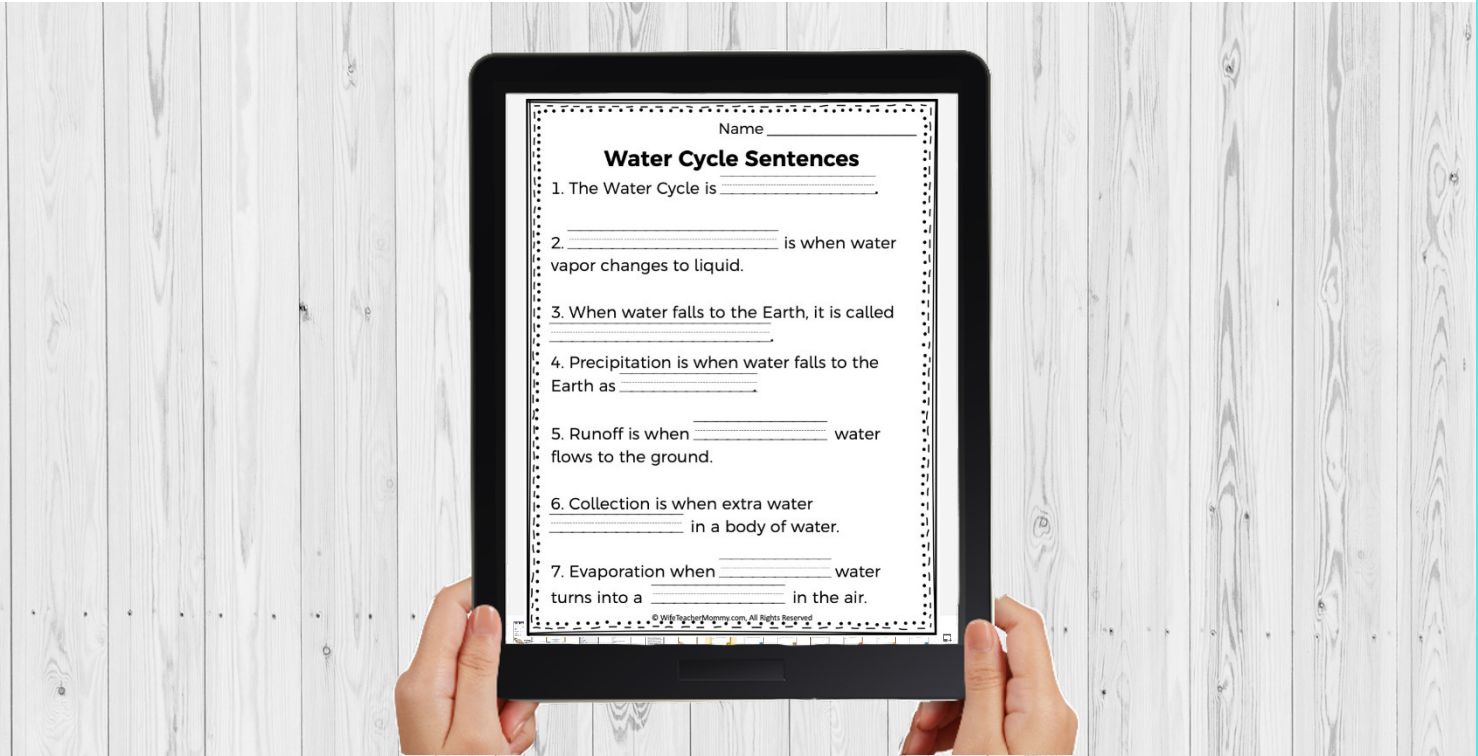
We have included a fun, informative, colorful poster for each of the vocabulary words for teachers to use while introducing the unit's vocabulary words and then throughout the entire unit.

# Educational Water Cycle Activity



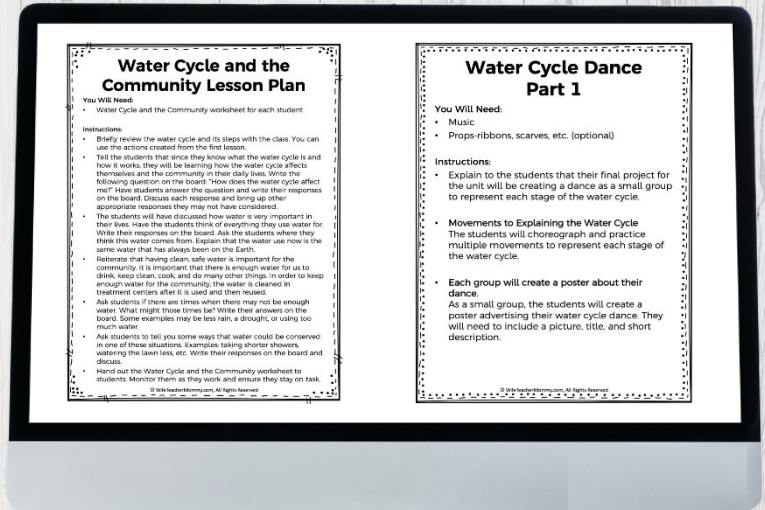
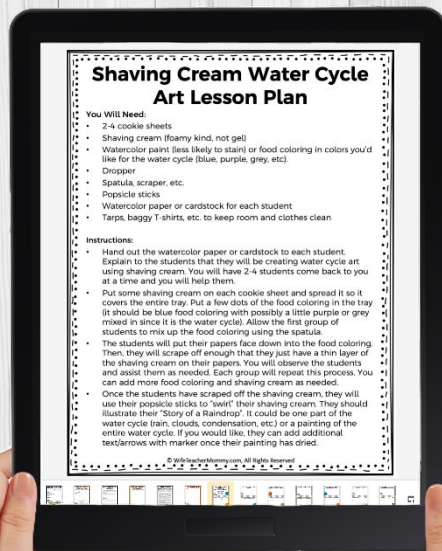
Also included are multiple worksheets about the Water Cycle so that students can learn about each part of the cycle and what happens during that part. Then they can identify each part of the cycle independently.

# Wonderful Water Cycle Fill-In-The-Blank Sentences



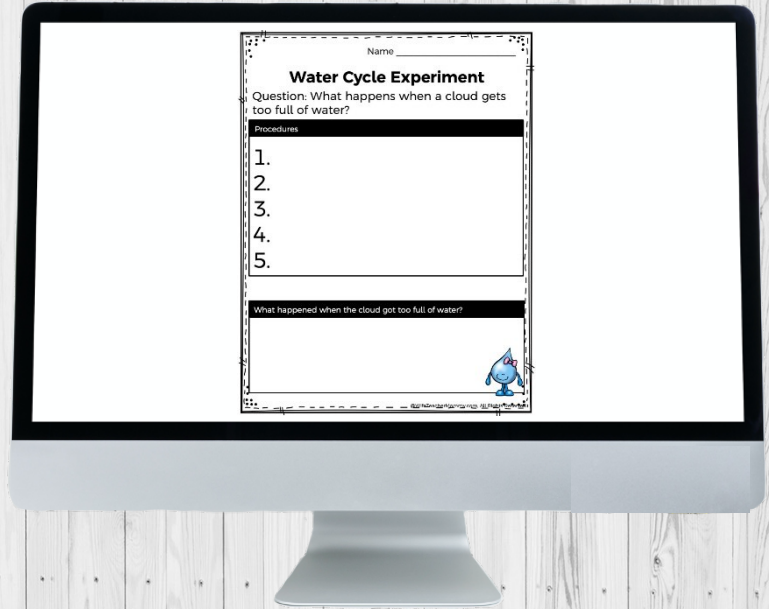
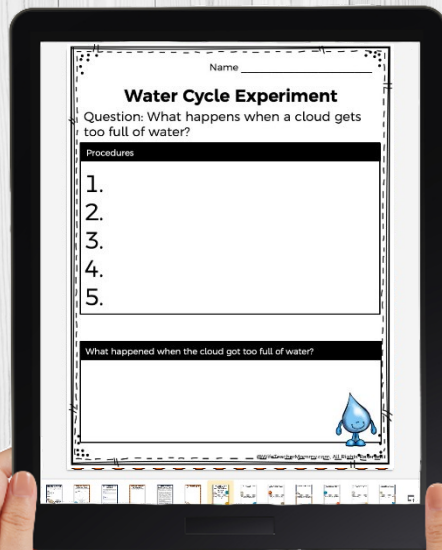
Your students will be able to test their understanding of each part of the water cycle by completing these fill in the blank Water Cycle Sentences.

# Detailed, Easy to Follow, Fun Lesson Plans that Your Students Will Enjoy



Each lesson plan is detailed, easy to follow, and fun for all learners. We have included lesson plans to reach all kinds of learners - hands on, full body, etc.

# Wonderful Water Cycle Hands On Cloud Experiment



Your students will love completing the hands-on cloud experiment activity and will learn all about what happens when clouds get full of water.

# Fun Story of a Raindrop Narrative Writing Project



Name _____	
Story of a Raindrop Graphic Organizer	
	First
	Next
	Then
	After that
	Last

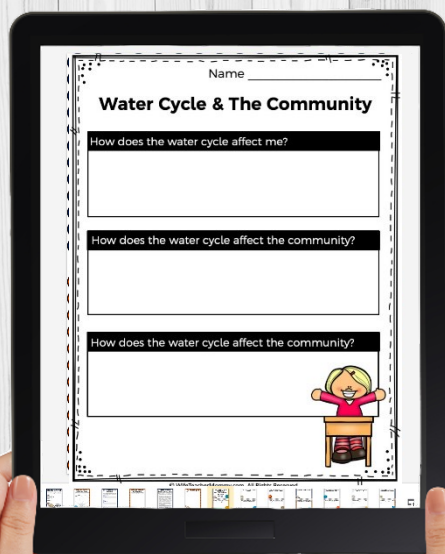
Name \_\_\_\_\_

## Story of a Raindrop



We have included a lesson plan to get your students writing all about the water cycle in a first-person raindrop's perspective. Your students will love thinking outside the box for this writing project.

# Worksheets to Help Your Students Connect the Water Cycle to Themselves



Children love to understand how things affect and relate to them, so we have included worksheets to help your students make those connections between the water cycle, themselves, and the community.

# Thorough Easy To Follow Grading Rubrics for Each Project

Water Cycle Unit Rubric p. 1				
	10 points	7 points	5 points	3 points
Participation	Student participated in each activity with enthusiasm. Exhibited great teamwork skills.	Student usually participated in activities with enthusiasm. Usually exhibited great teamwork.	Student sometimes participated but may not have always had the best attitude. Did not always show great teamwork.	Student had trouble with participating in activities. They did not pull their weight in teamwork.
Completion	Student completed all of their assigned work on time.	Student completed most of their assigned work on time.	Student completed some of their assigned work on time.	Student completed a minimal amount of work on time.
Accuracy	The student followed all of the expectations for the assignments. The information is accurate to what the student has learned.	The student followed some of the expectations for the assignments, but some things may be missing. The information is mostly accurate to what the student has learned.	The student did not follow all expectations for the assignments. The information is only sometimes accurate to what the student has learned.	The student did not follow the expectations for the assignments. The information is not accurate to what the student has learned.

Water Cycle Unit Rubric p. 2				
	10 points	7 points	5 points	3 points
Creativity	Student showed their creativity throughout their assignments during the unit. Their personality is evident in their work and performances.	Student sometimes showed their creativity throughout their assignments during the unit. Their personality is sometimes evident in their work and performances.	Student showed a little bit of creativity throughout their assignments during the unit. Their personality is occasionally found in their work and performances.	Student did not show their creativity throughout their assignments during the unit. Their personality is not evident in their work and performances.
Clear Movements	The dance movements are clear and accurate. All stages of the water cycle are included in the dance. The student has clear handwriting and quality illustrations on their poster.	The dance movements are clear and accurate. Most of the stages of the water cycle are included in the dance. The student has clear handwriting and quality illustrations on their poster.	The dance movements are clear and accurate. 1-2 of the stages of the water cycle are included in the dance. Not all sections of the poster are completed. The student does not have both clear handwriting and quality illustrations.	The dance movements may not be both clear and accurate. 1-2 of the stages of the water cycle are included in the dance. Not all sections of the poster are completed. The student does not have clear handwriting and quality illustrations.

Also included are easy to follow grading rubrics for the Water Cycle unit to help you make the tough decisions that go along with grading each student's projects.



Name: \_\_\_\_\_

### Water Cycle Vocabulary

Fill in the information for any unknown words you find while you read.

- evaporation

What does it mean?

Draw a picture of what the word means:
- condensation

What does it mean?

Draw a picture of what the word means:
- precipitation

What does it mean?

Draw a picture of what the word means:

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Name: \_\_\_\_\_

### Water Cycle Vocabulary

Fill in the information for any unknown words you find while you read.

- collection

What does it mean?

Draw a picture of what the word means:
- runoff

What does it mean?

Draw a picture of what the word means:
- vapor

What does it mean?

Draw a picture of what the word means:

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## the water cycle



Noun: The way water moves around the Earth's oceans, atmosphere, and land.

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## evaporation



Noun: When liquid water turns to a vapor in the air.

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## condensation



Noun: When water vapor changes to a liquid.

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## precipitation



Noun: Water that falls to the Earth as rain or snow.

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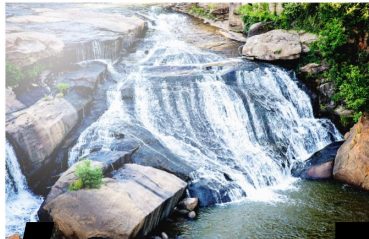
## collection



Noun: When water falls and collects in a body of water.

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## runoff



Noun: When extra water flows over the ground.

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## vapor






Noun: Tiny pieces of water floating through the air.

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Name \_\_\_\_\_




## WATER CYCLE

 <b>CONDENSATION</b>	Condensation is when water vapor changes to liquid.
 <b>EVAPORATION</b>	Evaporation is when liquid water turns into a vapor in the air.
 <b>RUNOFF</b>	The lifecycle of rain is also known as the water cycle.

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Name \_\_\_\_\_


## WATER CYCLE

 <b>COLLECTION</b>	Collection is when water falls and collects in a body of water.
 <b>EVAPORATION</b>	Evaporation is when liquid water turns into a vapor in the air.
 <b>THE WATER Cycle</b>	The lifecycle of rain is also known as the water cycle.

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Name \_\_\_\_\_

## THE WATER CYCLE



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Name \_\_\_\_\_

## WATER CYCLE WORD LIST

Cut out these words and use to complete the lifecycle of Snowflake worksheet.

CONDENSATION

PRECIPITATION

EVAPORATION

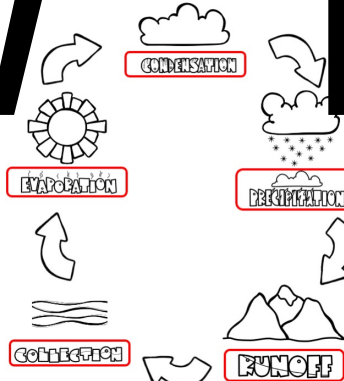
RUNOFF

COLLECTION

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Name ANSWER KEY

## THE WATER CYCLE



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Name \_\_\_\_\_

## Water Cycle Sentences

Water \_\_\_\_\_ when water vapor changes to liquid.

- When water falls to the Earth, it is called \_\_\_\_\_.
- Precipitation is when water falls to the Earth as \_\_\_\_\_.
- Runoff is when \_\_\_\_\_ water flows to the ground.
- Collection is when extra water \_\_\_\_\_ in a body of water.
- Evaporation when \_\_\_\_\_ water turns into a \_\_\_\_\_ in the air.

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## Cloud Experiment Lesson Plan

**You Will Need:**

- Mini Water Cycle Experiment Worksheet(s) (2 pages, print double sided)
- Clear Cup (one per group)
- Shaving Cream
- Eyedropper
- Food Coloring
- Water
- Paper towels

**Instructions:**

- Place students into small groups as you please and give each student a copy of the worksheet. Explain that students will be seeing how clouds work. Explain the basic process to students. Then, have students fill out the "Question" and "Hypothesis" sections of their worksheet.
- Explain the exact procedure of the cloud experiment to the students. Write each step on the board as you go, and the students will also write it down in the "Procedure" section of their worksheet.
- Place the glass 1/2 full of water in the center of the group with a paper towel underneath.
- The teacher will walk around and have them pour water into the glass.
- Take turns using the eyedropper to color water onto the shaving cream. Watch and discuss what happens!
- Watch and discuss what happens!
- Give the groups time to proceed with the experiment. When the students finished the experiment, have them fill out the worksheet.

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Name \_\_\_\_\_

## Water Cycle Experiment

Question: What happens when a cloud gets too full of water?

Procedures

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What happened when the cloud got too full of water?

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Name \_\_\_\_\_

## Water Cycle Experiment

Question: What happens when a cloud gets too full of water?

Procedures

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What happened when the cloud got too full of water?

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## Writing: Story of a Raindrop Lesson Plan

**You Will Need:**

- Story of a Raindrop writing page for each student
- Story of a Raindrop graphic organizer page for each student

**Day 1:**

- Briefly review each part of the water cycle by doing the actions created for the vocabulary lesson as a class.
- Ask the children, "What would it be like to be a raindrop going through the water cycle?" Have a class discussion involving this question. Make sure to discuss each part of the water cycle and write important parts on the board as you go. Discuss what the student might be feeling at certain points throughout the water cycle. For example, when the student was falling to the ground during a rainstorm, would they feel scared? Excited? etc.
- Tell the students that they will be writing about the story of a raindrop.

**Day 2:**

- Have them write their narrative story on the Story of a Raindrop writing page. They should use the vocabulary words from the previous lesson. They will have the rest of the time to work on their draft.

**Day 3:**

- Students will write the final draft of their "Story of a Raindrop" on the Story of a Raindrop writing page. Students should take their time writing so it is in their BEST handwriting. They should ensure they are writing it just like their corrected draft so there are no mistakes.
- If there is time, you may allow some students to share their story with the rest of the class.

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Name \_\_\_\_\_

## Story of a Raindrop Graphic Organizer

	First
	Next
	Then
	After that
	Last

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Name \_\_\_\_\_

## Story of a Raindrop Graphic Organizer

	First
	Next
	Then
	After
	Last

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Name \_\_\_\_\_

## Story of a Raindrop

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Name \_\_\_\_\_

## Story of a Raindrop

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## Shaving Cream Water Cycle Art Lesson Plan

**You Will Need:**

- Shaving cream (my kind, not gel)
- Watercolor paper (or any other color paper)
- Food coloring (purple, green, etc.)
- Paper plates
- Paper scraps, etc.
- Popsicle sticks
- Watercolor brushes
- Tarps, baggy T-shirts, etc. to keep room and clothes clean

**Instructions:**

- Hand out the watercolor paper or cardstock to each student.
- Explain to the students that they will be creating water cycle art using shaving cream. You will have 2-4 students come back to you at a time and you will help them.
- Put some shaving cream on each cookie sheet and spread it so it covers the entire tray. Put a few dots of the food coloring in the tray (it should be blue food coloring with possibly a little purple or grey mixed in since it is the water cycle). Allow the first group of students to mix up the food coloring using the spatula.
- The students will put their papers face down into the food coloring. Then, they will scrape off enough that they just have a thin layer of the shaving cream on their papers. You will observe the students and assist them as needed. Each group will repeat this process. You can add more food coloring and shaving cream as needed.
- Once the students have scraped off the shaving cream, they will use their popsicle sticks to "swirl" their shaving cream. They should illustrate their "Story of a Raindrop". It could be one part of the water cycle (rain, clouds, condensation, etc.) or a painting of the entire water cycle. If you would like, they can add additional text/arrows with marker once their painting has dried.

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## Water Cycle and the Community Lesson Plan

**You Will Need:**

- Water Cycle and the Community worksheet for each student

**Instructions:**

- Briefly review the water cycle and its steps with the class. You can use the actions created from the first lesson.
- Tell the students that since they know what the water cycle is and how it works, they will be learning how the water cycle affects themselves and the community in their daily lives. Write the following question on the board: "How does the water cycle affect me?" Have students answer the question and write their responses on the board. Discuss each response and bring up other appropriate responses they may not have considered.
- The students will have discussed how water is very important in their lives. Have the students think of everything they use water for. Write their responses on the board. Ask the students where they think this water comes from. Explain that the water we now is the same water that has always been on the Earth.
- Reiterate that having clean, safe water is important for the community. Write the following question on the board: "How does the water cycle affect the community?" Have students answer the question and write their responses on the board. Discuss each response and bring up other appropriate responses they may not have considered.
- Hand out the Water Cycle and the Community worksheet to students. Monitor them as they work and ensure they stay on task.

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Name \_\_\_\_\_

## Water Cycle & The Community

How does the water cycle affect me?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How does the water cycle affect the community?

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

How does the water cycle affect the community?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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Name \_\_\_\_\_

## Water Cycle & The Community

What do I use clean, safe water for on a regular basis?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why does the community need clean, safe water?

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

In a community, how could I conserve water?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## Water Cycle Dance Part 1

**You Will Need:**

- Music
- Props-ribbons, scarves, etc. (optional)

**Instructions:**

- Explain to the students that their final project for the unit will be creating a dance as a small group to represent each stage of the water cycle.

The students will choreograph and practice multiple movements to represent each stage of the water cycle.

- Each group will create a poster about their dance.

As a small group, the students will create a poster advertising their water cycle dance. They will need to include a picture, title, and short description.

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## Water Cycle Dance Part 2

- **Day 1:** Review each stage of the water cycle as a class.
- **Day 2:** Assign students into small groups and have them start planning their dance. Explain to students that they will be graded on their teamwork skills as well as their dance. Once the students are broken into small groups, let the start planning their dance with the music
- **Day 3:** Students will be able to practice their dance and solidify their choreography.
- **Day 4-5:** Students will work on their dance practice their dance a few times before completing their dance in front of the class.

Showcase each student dances by having them perform them in front of the class. Record each performance so that each group can see their own performance.

- **KWL:** For the last day of the unit, have students fill out the "Learned" section of their KWL from the beginning of the unit. Discuss what the students learned about the water cycle over the last few weeks.

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## Water Cycle Unit Rubric p. 1

	10 points	7 points	5 points	3 points
<b>Participation</b>	Student participated in each activity with enthusiasm. Exhibited great teamwork skills.	Student usually participated in activities with enthusiasm. Usually exhibited great teamwork.	Student sometimes participated but may not have always had the best attitude. Did not always show great teamwork.	Student had trouble with participating in activities. They did not pull their weight in teamwork.
<b>Efficiency</b>	Student completed all assigned work on time.	Student completed most of their assigned work on time.	Student completed some of their assigned work on time.	Student did not complete any of their assigned work on time.
<b>Accuracy</b>	The student followed all of the expectations for the assignments. The information is accurate to what the student has learned.	The student followed some of the expectations for the assignments, but some things may be missing. The information is mostly accurate to what the student has learned.	The student did not follow all expectations for the assignments. The information is only sometimes accurate to what the student has learned.	The student did not follow the expectations for the assignments. The information is not accurate to what the student has learned.

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## Water Cycle Unit Rubric p. 2

	10 points	7 points	5 points	3 points
<b>Participation</b>	Student showed great participation throughout the unit. Their personality is evident in their work and performances.	Student showed good participation throughout the unit. Their personality is evident in their work and performances.	Student showed some participation throughout the unit. Their personality is evident in their work and performances.	Student did not show participation throughout the unit. Their personality is not evident in their work and performances.
<b>Efficiency</b>	The dance movements are clever and accurate. All stages of the water cycle are included in the dance. The student has clear handwriting and quality illustrations on their poster.	The dance movements are clever and accurate. Most of the stages of the water cycle are included in the dance. The student has clear handwriting and quality illustrations on their poster.	The dance movements are clever and accurate. 3-4 of the stages of the water cycle are included in the dance. Not all sections of the poster are completed. The student does not have both clear handwriting and quality illustrations.	The dance movements may not be both clever and accurate. 1-2 of the stages of the water cycle are included in the dance. Not all sections of the poster are completed. The student does not have clear handwriting and quality illustrations.

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## The Water Cycle

Name \_\_\_\_\_

Label each of the vocabulary words by the appropriate arrows in the water cycle picture below.

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## Water Cycle Experiment

Name \_\_\_\_\_

Question: What happens when a cloud gets too full of water?

Procedures

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What happened when the cloud got too full of water?

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## Water Cycle Experiment

Name \_\_\_\_\_

Question: What happens when a cloud gets too full of water?

Procedures

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

\_\_\_\_\_

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## Story of a Raindrop

Name \_\_\_\_\_

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## Story of a Raindrop

Name \_\_\_\_\_

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\_\_\_\_\_

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Name \_\_\_\_\_

### Water Cycle & The Community

**How does the water cycle affect me?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How does the water cycle affect the community?**

\_\_\_\_\_


\_\_\_\_\_

**How does the water cycle affect the community?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

### Water Cycle & The Community

**What do I use clean, safe water for on a regular basis?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Why does the community need clean, safe water?**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

**During a drought, how could I conserve water?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Water Cycle Unit Rubric p. 1

	10 points	7 points	5 points	3 points
<b>Participation</b>	Student participated in each activity with enthusiasm. Exhibited great teamwork skills.	Student usually participated in activities with enthusiasm. Usually exhibited great teamwork.	Student sometimes participated but may not have always had the best attitude. Did not always show great teamwork.	Student had trouble with participating in activities. They did not pull their weight in teamwork.
<b>Completeness</b>	Student completed all of assigned work on time.	Student completed most of assigned work on time.	Student completed some of assigned work on time.	Student completed a portion of assigned work on time.
<b>Accuracy</b>	The student followed the expectations for the assignments. The information is accurate to what the student has learned.	The student followed the expectations for the assignments, but some things may be missing. The information is mostly accurate to what the student has learned.	The student did not follow the expectations for the assignments. The information is only sometimes accurate to what the student has learned.	The student did not follow the expectations for the assignments. The information is not accurate to what the student has learned.

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REVIEW PREVIEW

### Water Cycle Unit Rubric p. 2

	10 points	7 points	5 points	3 points
<b>Participation</b>	Student showed great participation throughout the unit. Their personality is evident in their work and performances.	Student showed good participation throughout the unit. Their personality is evident in their work and performances.	Student showed some participation throughout the unit. Their personality is evident in their work and performances.	Student did not show participation throughout the unit. Their personality is not evident in their work and performances.
<b>Accuracy</b>	The student followed the expectations for the assignments. The information is accurate to what the student has learned.	The student followed the expectations for the assignments, but some things may be missing. The information is mostly accurate to what the student has learned.	The student did not follow the expectations for the assignments. The information is only sometimes accurate to what the student has learned.	The student did not follow the expectations for the assignments. The information is not accurate to what the student has learned.
<b>Final Newspaper Project</b>	The dance movements are clever and accurate. All stages of the water cycle are included in the dance. The student has clear handwriting and quality illustrations on their poster.	The dance movements are accurate. Most of the stages of the water cycle are included in the dance. The student has clear handwriting and quality illustrations on their poster.	The dance movements are accurate. 3-4 of the stages of the water cycle are included in the dance. Not all sections of the poster are completed. The student does not have both clear handwriting and quality illustrations.	The dance movements may not be both clever and accurate. 1-2 of the stages of the water cycle are included in the dance. Not all sections of the poster are completed. The student does not have clear handwriting and quality illustrations.

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REVIEW PREVIEW

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