

# Water Cycle Thematic Unit

## Lower Grade

**Unit Introduction**  
You Will Need:  
Water Cycle KWL for each student

**Water Cycle Vocabulary Lesson**  
You Will Need:  
Water Cycle Vocabulary worksheet  
Water cycle definitions

**Shaving Cream Water Cycle Art Lesson Plan**  
You Will Need:  
2-4 cookie sheets  
Shaving cream (foamy kind, not gel)  
Watercolor paint (less likely to stain) or food coloring in color like for the water cycle (blue, purple, grey, etc.)  
Dropper  
Spatula, scraper, etc.  
Popstick sticks  
Watercolor paper or cardstock for each student  
Tarps, baggy T-shirts, etc. to keep room and clothes clean

**Water Cycle Dance Part 2**  
Day 1: Review each stage of the class.  
Day 2: Assign students into small groups where they start planning their dance. Students are broken into small groups and start planning their dance with a partner and solidify their choreography.  
Day 3: Students will be able to practice and perform their choreography.  
Day 4-5: Students will work on completing their dance in front of the class and perform each student dances in front of the class. A performance.

**Water Cycle Unit Rubric p. 2**

	10 points	7 points	5 points	3 points
<b>Observation</b>	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 can occasionally be 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.
<b>Handwritten Report</b>	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. 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 clear and accurate. 3-2 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.

**Writing: Story of a Raindrop Lesson Plan**  
You Will Need:  
Story of a Raindrop writing page for each student

**Water Cycle Experiment**  
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?

Print  
Version

# Easy to Follow Full Unit Outline and Calendar

## Water Cycle Thematic Unit Outline

### Lesson 1 - Unit Introductory Lesson

This lesson will introduce the unit. Students will fill out the first two sections of the KWL with what they "Know" and what they "Want" to know.

### Lesson 2 - Science and ELA: Water Cycle Vocabulary

Students will learn the basic vocabulary for the water cycle. They will fill out a worksheet and create actions to help them remember the words. Colorful vocabulary cards are included.

### Lesson 3 - Science: Cloud Experiment

Students will discover what happens when a cloud gets too full of water by experimenting with water, food coloring, and shaving cream. They will fill out a worksheet following the scientific method along the way.

**Lesson 4 - Water Cycle:** Students will review each stage of the water cycle and will complete the Water Cycle worksheet by labeling each stage.

### Lesson 5 - Writing: Story of a Raindrop

Students will write a first-person narrative story as if they are a raindrop going through the water cycle. Students will write a rough draft, peer edit, and then write a final draft. They will revise their rough draft to create a final draft of their script.

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## Water Cycle Thematic Unit Outline

### Lesson 6 - Art: Water Cycle Shaving Cream Art

Students will create abstract artwork using shaving cream and watercolors or food coloring. (Also needed: cookie sheets, dropper, spatula, popsicle sticks, and watercolor paper or cardstock). They will illustrate the water cycle or a part of their story of a raindrop.

### Lesson 7 - Social Studies: The Water Cycle and the Community

Students will investigate how the water cycle affects their community. They will learn about why water is so important and where the water they use comes from. They will also learn that the community needs to conserve water from time to time and how to do so.

### Final Project - Create a Water Cycle Dance

Students will review each stage of the water cycle as a class. Then they will choreograph movements to go along with music and practice. Each group will also create a poster advertising their dance using a title, short description and illustration. After they practice and perfect their dance, they will perform their dance for the class.

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## Unit Sample Calendar

Here is a sample calendar for this unit for 3 weeks. Feel free to adjust the schedule as you see fit for your own class.

Monday	Tuesday	Wednesday	Thursday	Friday
Unit Intro Lesson & KWL	Science/ELA: Water Cycle Vocab	Math/ Science: Cloud Experiment	ELA/Drama: Water Cycle Living Sentences	Writing: Story of a Raindrop Day 1: Rough Drafts
Writing: Story of a Raindrop Day 2: Peer Share	Writing: Story of a Raindrop Day 3: Final Drafts	Art: Water Cycle Shaving Cream Art	Social Studies: Water Cycle and The Community	Make Up/ Catch Up Day
Final Dance Day 1: Review Stages of Water Cycle	Final Dance Day 2: Planning Dances	Final Dance Day 3: Practice Dances	Final Dance Day 4: Create Dance Poster and Practice Dances	Final Dance Day 5: Practice Dances and Perform for the Class Finish KWL

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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.



# Water Cycle Vocabulary Lesson and Worksheets

## Water Cycle Vocabulary Lesson

**You Will Need:**

- Water Cycle Vocabulary worksheets for each student
- Water cycle definition posters (optional, but fun)

**Instructions:**

- Tell the students that they will be learning important vocabulary (words) about the water cycle. Hand out the Water Cycle Vocabulary worksheets to the students.
- Review each word with the students as a class. As you do, you can show the students the definition poster to go with each word and explain.
- Students should trace the word and write the definition for each word. Lastly, they will draw a picture for each word. Give students enough time for each word so they are able to do each step.
- Vocabulary Words and Definitions:
  - Evaporation: When liquid water turns to a vapor in the air.
  - Condensation: When water vapor changes to a liquid.
  - Precipitation: Water that falls to the Earth as rain or snow.
  - Collection: When water falls and collects in a body of water
  - Runoff: When extra water flows over the ground.
  - Vapor: Tiny pieces of water floating in the air.
- Once the students are finished with all the words, have students think of actions they could do to help them remember each word. As a class, choose your favorite ones to do all together. You may use these throughout the unit to help your students remember the words and their definitions.

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

## Water Cycle Vocabulary

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

- 1. evaporation**  
What does it mean?  
\_\_\_\_\_
- Draw a picture of what the word means:  
\_\_\_\_\_

- 2. condensation**  
What does it mean?  
\_\_\_\_\_
- Draw a picture of what the word means:  
\_\_\_\_\_

- 3. 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.

- 1. collection**  
What does it mean?  
\_\_\_\_\_
- Draw a picture of what the word means:  
\_\_\_\_\_

- 2. runoff**  
What does it mean?  
\_\_\_\_\_
- Draw a picture of what the word means:  
\_\_\_\_\_

- 3. vapor**  
What does it mean?  
\_\_\_\_\_
- Draw a picture of what the word means:  
\_\_\_\_\_


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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




**the water cycle**



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

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**condensation**



Noun: When water vapor changes to a liquid.

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**evaporation**



Noun: When liquid changes to a vapor in the air.

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**vapor**



Noun: Tiny pieces of water floating in the air.

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**precipitation**



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




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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

Name \_\_\_\_\_




## WATER CYCLE

 <b>CONDENSATION</b>	Condensation is when water changes from liquid to a solid.
 <b>PRECIPITATION</b>	Precipitation is when water falls from the sky as rain or snow.
 <b>RUNOFF</b>	Runoff is when water flows over the ground.

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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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## WATER CYCLE WORD LIST

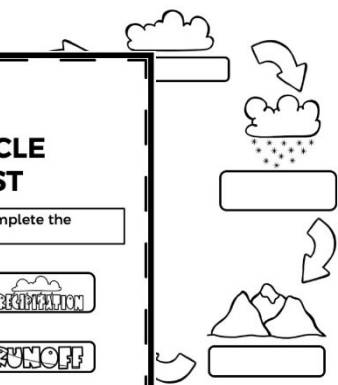
Cut out these words to use to complete the Lifecycle of Snow Worksheet.

<b>CONDENSATION</b>	<b>PRECIPITATION</b>
<b>EVAPORATION</b>	<b>RUNOFF</b>
<b>COLLECTION</b>	

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Name \_\_\_\_\_

## THE WATER CYCLE



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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.

# Water Cycle Sentences



Name \_\_\_\_\_

**Water Cycle Sentences**

1. The Water Cycle is \_\_\_\_\_.
2. \_\_\_\_\_ is when water vapor changes to liquid.
3. When water falls to the Earth, it is called \_\_\_\_\_.
4. Precipitation is when water falls to the Earth as \_\_\_\_\_.
5. Runoff is when \_\_\_\_\_ water flows to the ground.
6. Collection is when extra water \_\_\_\_\_ in a body of water.
7. Evaporation when \_\_\_\_\_ water turns into a \_\_\_\_\_ in the air.

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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

## Cloud Experiment Lesson Plan

**You Will Need:**

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

**Instructions:**

1. Place students into small groups as you please and give each student a copy of the worksheet. Explain the clouds work. Explain the basic procedure. Students fill out the "Question" and worksheet.
2. Explain the exact procedure of the experiment. Write each step on the board as you write it down in the "Procedure" section.
3. Place the glass is full of water. Paper towel underneath it.
4. The teacher will walk around of water.
5. Take turns using the eyedropper shaving cream.
6. Watch and see what happens. Give the groups the materials to go. When the students have finished it the "What happened when the clouds" worksheet.

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## Shaving Cream Water Cycle Art Lesson Plan

**You Will Need:**

- 2-4 cookie sheets
- Shaving cream (foamy kind, not gel)
- Watercolor paint (less likely to stain) or food coloring in colors you'd like for the water cycle (blue, purple, grey, etc.)
- Dropper
- Spatula, scraper, etc.
- Popsicle sticks
- Watercolor paper or cardstock for each student
- Tarps, baggy T-shirts, etc. to keep room and clothes clean

**Instructions:**

1. Hand out the watercolor paper or cardstock to the students that they are using shaving cream. You will have at a time and you will help them.
2. Put some shaving cream on each covers the entire tray. Put a few drops of food coloring in the water cycle students to mix up the food color.
3. The students will put their paper on it. Then, they will scrape off enough shaving cream on their paper and assist them as needed. Each can add more food coloring and water.
4. Once the students have scraped use their popsicle sticks to "swirl" illustrate their "Story of a Raindrop" water cycle (rain, clouds, condensation, etc.). If you would like to use text/arrows with marker once they are done.

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## Water Cycle Dance Part 1

**You Will Need:**

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

**Instructions:**

1. 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.

**Movements:**

- The students multiple movements for the water cycle.

**Each group will need to do:**

- As a small group poster advert will need to do description.

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## Writing: Story Raindrop Lesson Plan

**You Will Need:**

- Story of a Raindrop writing paper 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 vocabulary lesson as a class.
- Ask the children, "What would it be like to be a rainwater cycle?" Have a class discussion involving this discuss each part of the water cycle and write into your go. Discuss what the student might be feeling throughout the water cycle. For example, when the ground during a rainstorm, would they feel scared?
- Tell the students that they will be writing about the story. They will write a narrative story in first person as they will discuss their entire journey through each part of the water cycle.
- Have them write brainstorm on the graphic organizer of the time to work on their rough draft.

**Day 2:**

- The next day, have students share their rough draft with a partner. The students will have the duration of the time to share their papers. If students finish sharing, they will need to get the okay from you. Once you have reviewed their story, you may decide whether to let them move on.

**Day 3:**

- Students will write the final draft of their "Story of a Raindrop" on the Story of a Raindrop writing paper. 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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## 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 use the actions created from the first lesson.
- Tell the students that since they know what the water cycle is 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 response 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. Write their responses on the board. Explain that the water we now use is the same water that has always been on the Earth.
- Reiterate that having clean, safe water is important for the community. It is important that there is enough water for us to drink, keep clean, cook, and do many other things. In order to keep enough water for the community, the water is cleaned in treatment centers after it is used and then reused.
- Ask students if there are times when there may not be enough water. What might those times be? Write their answers on the board. Some examples may be less rain, a drought, or using too much water.
- Ask students to tell you some ways that water could be conserved in one of these situations. Examples: taking shorter showers, watering the lawn less, etc. Write their responses on the board and discuss.
- 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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## Water Cycle Dance Part 2

1. Review each stage of the water cycle as a class.
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.
3. Students will be able to practice their dance and solidify their choreography.
- 4-5. Students will work on their dance poster and 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 dance 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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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



Name \_\_\_\_\_

### Water Cycle Experiment

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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Name \_\_\_\_\_

### Water Cycle Experiment

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



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

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 drought, how could I conserve water?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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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

	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.
Completeness	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.

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	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 can occasionally be 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.
Final Newspaper Project	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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We have included 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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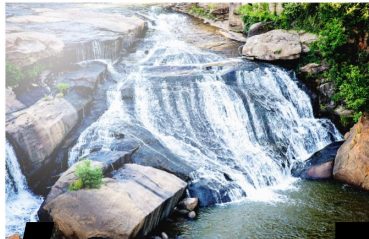
## collection



**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 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

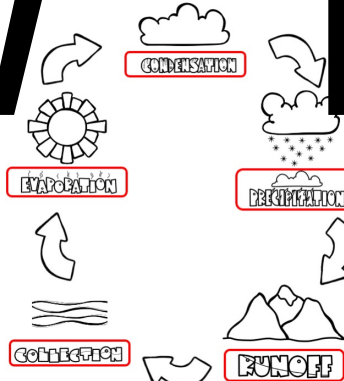
RUNOFF

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 to the glass of water.
- 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:**

- The next day, have students write their rough draft with their partner. The students will have the time to share their stories. If students finish sharing, they will have the time to get the okay from you. Once you have their story, you will decide whether to use it for the final 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 that
	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. Ask the students to think of ways that water can be conserved. Write their responses on the board and discuss.
- 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?

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How does the water cycle affect the community?

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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?

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\_\_\_\_\_

Why does the community need clean, safe water?

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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 all 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 a fair amount of 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 much 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. \_\_\_\_\_

\_\_\_\_\_ and when the cloud got too full of water, \_\_\_\_\_

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## Story of a Raindrop

Name \_\_\_\_\_

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## Story of a Raindrop

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Name \_\_\_\_\_

### Water Cycle & The Community

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

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

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**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?**

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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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>Completeness</b>	Student completed all of assigned time.	Student completed most of assigned time.	Student completed some of assigned time.	Student completed a portion of assigned 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 enthusiasm about the assignments during the unit. Their personality is evident in their work and performances.	Student usually showed enthusiasm about the assignments during the unit. Their personality is evident in their work and performances.	Student sometimes showed enthusiasm about the assignments during the unit. Their personality is evident in their work and performances.	Student did not show enthusiasm about the assignments during the unit. Their personality is not evident in their work and performances.
<b>Completeness</b>	The student completed all of the assignments during the unit.	The student completed most of the assignments during the unit.	The student completed some of the assignments during the unit.	The student did not complete any of the assignments during the unit.
<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 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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REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW