

Water Cycle Thematic Unit

Upper Grade

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 "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 cards to help them remember the words. Colorful cards are included.

Lesson 3 - Science and Math: Mini Water Cycle
Students will create their own mini water cycle using plastic wrap, a rubber band, and water. They will follow the scientific method worksheet following the amount of water in the bowl and the amount of water in the end. They will also find the difference between the two.

Lesson 4 - ELA and Drama: Living Sentences
Students will review adjectives, adverbs, and prepositions by writing engaging sentences about the water cycle in small groups. Then they will act out a sentence for the rest of the class.

Water Cycle Vocabulary

Name _____

runoff

Part of Speech: _____

Definition: _____

Sentence: _____

vapor

Part of Speech: _____

Definition: _____

Sentence: _____

precipitation



Noun: When enough water condenses that it can't hold it anymore, the water falls back to Earth as rain, snow, sleet, or hail.

Mini Water Cycle Experiment

Name _____

Analysis: What Happened?

How much water is in the mug? _____

How much water is in the bowl? _____

Find the difference between the water in the mug and the bowl. _____

What else happened? _____

Conclusion: What I Learned

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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 and Math: Mini Water Cycle Students will create their own mini water cycle using a bowl, mug, plastic wrap, a rubber band, and water. They will fill out a worksheet following the scientific method along the way. They will need to measure the amount of water they put in the bowl and the amount of water in the cup at the end. They will also find the difference between the two.

Lesson 4 - ELA and Drama: Living Sentences Students will review adjectives, adverbs, and prepositional phrases by writing engaging sentences about steps of the water cycle in small groups. Then they will act out their sentence for the rest of the class.

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Water Cycle Thematic Unit Outline

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.

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 - Newspaper

Students will create a newspaper with 2 articles. The first will be about the water cycle. The second will be about a hypothetical "drought", how it relates to the water cycle, and what residents need to do to conserve water. They will also need to include one illustration and one comic.

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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: Mini Water Cycle	ELA/Drama: Water Cycle Living Sentences	Writing: Story of a Raindrop Day 1: Rough Drafts
Writing: Story of a Raindrop Day 2: Peer Edits	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 Newspaper Day 1: Rough Drafts	Final Newspaper Day 2: Peer Edit	Final Newspaper Day 3: Formatting Practice	Final Newspaper Day 4: Begin Final Newspaper	Final Newspaper Day 5: Finish Final Newspapers Finish KWL

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We have included everything you need in order to create an effortless 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

Unit Introduction

You Will Need:

- Water Cycle KWL for each student

Instructions:

- Write "The Water Cycle" on the board. Introduce the unit to the students and tell them they will be learning all about the water cycle.
- Hand out the Water Cycle KWL (Know, Want to Know, Learned) to the students. Have them fill out the FIRST TWO columns independently for about 5-10 minutes. (The "Learned" section will be filled out at the end of the unit).
- After the students have filled out their individual KWL, have them turn to a partner at their table and discuss what they want to learn about the water cycle. Give them 2-3 minutes to talk.
- Draw a big "KWL" chart on the board. Call on students and ask what they know about the water cycle. Write their responses.
- Next, fill out the "Want to Know" section as a class. Call on student and write what they would like to learn under this category.
- Have students put their KWL somewhere safe so they will be able to fill out the last section at the end of the unit.

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Name _____

Water Cycle KWL

What I Know About the Water Cycle	What I Want To Learn About the Water Cycle	What I Learned About the Water Cycle

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To kick off the Water Cycle unit your students will love reflection 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



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 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.
- Students should write the definition and part of speech for each word. They should also use it correctly in a sentence. Lastly, they will draw a picture for each word. Give students sufficient time for each word so they are able to do each step.
- Vocabulary Words and Definitions:
 - Evaporation: When the sun heats water, it changes from a liquid to a gas called water vapor and rises into the air.
 - Condensation: When water vapor gets cold, it turns back into a liquid and forms clouds.
 - Precipitation: When enough water condenses that the air can't hold it anymore, the water falls back to Earth through rain, snow, sleet, or hail.
 - Collection: When water falls back to Earth, it collects into oceans, rivers, lakes, streams, or land.
 - Runoff: The draining away of water from the surface of an area of land to a body of water is called runoff.
 - Vapor: The raw material for cloud and rain formation.
- Once the students are finished with all of 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

precipitation
Part of Speech: _____
Definition: _____
Sentence: _____

collection
Part of Speech: _____
Definition: _____
Sentence: _____

© WifeTeacher

Name _____


Water Cycle Vocabulary

evaporation
Part of Speech: _____
Definition: _____
Sentence: _____


condensation
Part of Speech: _____
Definition: _____
Sentence: _____

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




evaporation




precipitation




condensation




collection



runoff



vapor



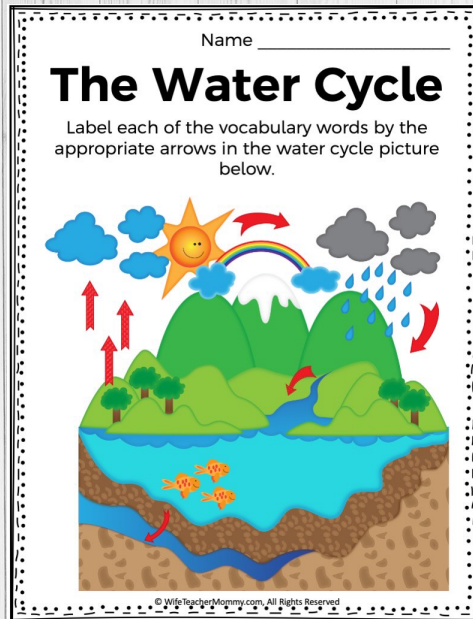
Noun: The water vapor in the air gets cold and changes back into a liquid, forming clouds.

Noun: The raw material for cloud and rain formation.

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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 Worksheet



Also included is a worksheet centered around 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 Hands On Cloud Experiment

Mini Water Cycle Lesson Plan

You Will Need:

- Mini Water Cycle Experiment Worksheet(s) (2 pages, print double sided)
- A bowl for each group
- Measuring cup
- Plastic wrap
- Coffee mug for each group
- String or rubber band (that can fit around bowl)
- Water
- Water cycle and math worksheets for each student

Instructions:

- Assign students into small groups as you please and give each student a copy of the worksheet. Explain that students will be creating their own mini water cycle. 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 water cycle 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.
 1. Place the coffee mug face up in the middle of the bowl.
 2. Add water into the bowl around the mug (not inside the mug - the mug should be empty). Add enough water to the bowl so it is about halfway up the mug. Measure exactly how much water you put in the bowl.
 3. Tightly cover the bowl with plastic wrap.
 4. Secure the plastic wrap to the bowl with string or rubber band.
 5. Watch and see what happens!
- Give the groups the materials to proceed with the experiment.
Note: It is best to take the class outside to a sunny place for this experiment.
- When the students have finished the experiment, have them fill out the "Analysis" and "Conclusion" sections of their worksheet.

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Name _____

Mini Water Cycle Experiment

Question: _____

Hypothesis: _____

Procedure:

1. _____
2. _____
3. _____
4. _____
5. _____

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Name _____

Mini Water Cycle Experiment

Analysis: What Happened?

How much water is in the mug? _____


How much water is in the bowl? _____

Find the difference between the water in the mug and the bowl. _____

What else happened? _____

Conclusion: What I Learned

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Your students will love completing the hands-on mini water cycle experiment activity and will learn all about how the water cycle works by completing the accompanying worksheets.

Worksheets to Help Your Students Connect the Water Cycle to Themselves

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 use now is the same water that has always been on the Earth.
- Reiterate that having clean, safe water is vital 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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Name _____

Water Cycle & The Community

How does the water cycle affect me?


How does the water cycle affect the community?

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

Why does the community need clean, safe water on a regular basis?

In a drought, how could I conserve water?

Why is every step of the water cycle important to me?



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Students 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.
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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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 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 newspaper articles are clever and accurate. All sections of the newspaper are filled. There are no spelling or grammatical errors. The student has clear handwriting and quality illustrations.	The newspaper articles are filled. There are fewer than 3 spelling or grammatical errors. The student used mostly clear handwriting and quality illustrations.	The newspaper articles may not be both clever and accurate. Not all sections of the newspaper are filled. There are 3-5 errors. The student does not have both clear handwriting and quality illustrations.	The newspaper articles may not be both clever and accurate. Not all sections of the newspaper are filled. There are more than 5 errors. 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 decision that go along with grading each student's projects.

Note to Educator

Congratulations on your purchase! The Water Cycle Thematic Unit should provide fun, appealing, educational science activities. All you need to do is print and go! We know your kids will benefit from these exciting activities.

To prepare your printable activities, start printing from page five. Simply print or copy each page! We highly recommend organizing them in a binder for your children.

If you are not ready, be sure to check out our morning club. You can earn more resources just like this! <https://www.wifeteachermommy.com/morning-club/>

If you have any questions about the product, please email us at info@wifeteachermommy.com

Rest easy now! ☺

- Team Wife Teacher Mommy

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Water Cycle Thematic Unit Outline

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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 and ELA: Mini Water Cycle Lesson
Students will create their own mini water cycle using a KWL, a plastic cup, a paper band, and water. They will fill out a worksheet and create actions to help them remember the words. They will also measure the amount of water in the cup at the beginning and end of the lesson to see the difference between the two.

Lesson 4 - ELA and Drama: Living Sentences
Students will review adjectives, adverbs, and prepositional phrases by writing engaging sentences about steps of the water cycle in small groups. Then they will act out their sentence for the rest of the class.

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Water Cycle Thematic Unit Outline

Writing: Story of a Raindrop
Students will write a first-person narrative as if they are a raindrop falling through the water cycle. They will write a rough draft, peer edit, and then write a final draft of their script.

Art: Water Cycle Shaving Cream
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 - Newspaper
Students will create a newspaper with 2 articles. The first will be about the water cycle. The second will be about a hypothetical "drought", how it relates to the water cycle, and what residents need to do to conserve water. They will also need to include one illustration and one comic.

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Unit Sample Calendar

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Final Newspaper Day 1: Rough Drafts	Final Newspaper Day 2: Peer Edit	Final Newspaper Day 3: Formatting Practice	Final Newspaper Day 4: Begin Final Newspaper	Final Newspaper Day 5: Finish Final Newspapers Finish KWL

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Unit Introduction

You Will Need:
Water Cycle KWL for each student

Directions:
Write "The Water Cycle" on the board. Introduce the unit to the students and tell them they will be learning about the water cycle.

- Hand out the water cycle KWL (Know, Want to Know, Learned) to the students. Have them fill out the FIRST TWO columns independently for about 5-10 minutes. (The "Learned" section will be filled out at the end of the unit).
- After the students have filled out their individual KWL, have them turn to a partner at their table and discuss what they want to learn about the water cycle. Give them 2-3 minutes to talk.
- Draw a big "KWL" chart on the board. Call on students and ask what they know about the water cycle. Write their responses.
- Next, fill out the "Want to Know" section as a class. Call on student and write what they would like to learn under this category.
- Have students put their KWL somewhere safe so they will be able to fill out the last section at the end of the unit.

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Water Cycle KWL

Name _____

What I Know About the Water Cycle	What I Want To Learn About the Water Cycle	What I Learned About the Water Cycle

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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 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.
- Students should write the definition and part of speech for each word. They should also use it correctly in a sentence. Lastly, they will draw a picture for each word. Give students sufficient time for each word so they are able to do each step.
- Vocabulary Words and Definitions:
 - Evaporation: When the sun heats water, it changes from a liquid to a gas called water vapor and rises into the air.
 - Condensation: When water vapor gets cold, it turns back into a liquid and forms clouds.
 - Precipitation: When enough water condenses that the air can't hold it anymore, the water falls back to Earth through rain, sleet, or hail.
 - Collection: When water falls back to Earth, it collects into rivers, lakes, streams, or land.
 - Runoff: The draining away of water from the surface of a land to a body of water is called runoff.
 - Vapor: The raw material for cloud and rain formation.

Once the students are finished with all of 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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Water Cycle Vocabulary

Name _____

evaporation

Part of Speech: _____

Definition: _____

Sentence: _____

condensation

Part of Speech: _____

Definition: _____

Sentence: _____

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Name _____

Water Cycle Vocabulary

precipitation
Part of Speech: _____
Definition: _____
Sentence: _____

collection
Part of Speech: _____
Definition: _____
Sentence: _____

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Name _____


Water Cycle Vocabulary

runoff
Part of Speech: _____
Definition: _____
Sentence: _____

evaporation
Part of Speech: _____
Definition: _____
Sentence: _____

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the water cycle



Noun: The cycle of processes by which water circulates between the Earth's oceans, atmosphere, and land.

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evaporation



Noun: When the sun heats water, it changes from a liquid to a gas called water vapor and rises into the air.

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condensation



Noun: The water vapor in the air gets cold and changes back into a liquid, forming clouds.

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precipitation



Noun: When enough water condenses that the air can't hold it anymore, the water falls back to Earth through rain, snow, sleet, or hail.

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collection



Noun: When water falls back to Earth, it collects into oceans, rivers, lakes, streams, or land.

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runoff



Noun: The draining away of water from the surface of an area of land to a body of water is called runoff.

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vapor



Noun: The raw material for cloud and rain formation.

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Name _____

The Water Cycle

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

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Mini Water Cycle Lesson Plan

You Will Need:

- Mini Water Cycle Experiment Worksheet(s) (2 pages, print double sided)
- A bowl for each group
- Measuring cup
- Plastic wrap
- Coffee mug for each group
- String or rubber band (that can fit around bowl)
- Water
- Water cycle and math worksheets for each student

Instructions:

- Assign students into small groups as you please and give each student a copy of the worksheet. Explain that students will be creating their own mini water cycle. Explain the basic process to students. The students fill out the "Question" and "Hypothesis" sections of the sheet.
- Explain the exact procedure of the water cycle experiment to the students. Write each step on the board as you go, and the students also write it down in the "Procedure" section of their worksheet.
- Place the coffee mug face up in the middle of the bowl.
- Add water into the bowl around the mug (not inside the mug). The mug should be empty. Add enough water to the bowl so it is about halfway up the mug. Measure exactly how much water you put in the bowl.
- Tightly cover the bowl with plastic wrap.
- Secure the plastic wrap to the bowl with string or rubber band.
- Watch and see what happens!
- Give the groups the materials to proceed with the experiment. **Note:** It is best to take the class outside to a sunny place for this experiment.
- When the students have finished the experiment, have them fill out the "Analysis" and "Conclusion" sections of their worksheet.

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Name _____

Mini Water Cycle Experiment

Question: _____

Hypothesis: _____

Procedure:

1. _____
2. _____
3. _____
4. _____
5. _____

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Name _____

Mini Water Cycle Experiment

Analysis: What Happened?

How much water was in the mug? _____

How much water is in the bowl? _____

Find the difference between the water in the mug and the bowl. _____

What else happened? _____

Conclusion: What I Learned

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ELA Lesson: Living Sentences Lesson Plan

You Will Need:

- Living Sentences worksheet for each student

Instructions:

- Ask students how to create a "living sentence" by modeling one to the class. Use condensation as an example. Write the following sentence on the board: The water condenses.
- Ask the students what some adjectives are that could describe water. Remind the students that an adjective is a word that describes a noun. List their ideas on the board and choose your 2 favorites to add to the sentence. Example: The slippery, sparkling water condenses.
- Tell the students that you're going to add an adverb to describe how the water condenses. Remind students that an adverb describes a verb. List correct student responses on the board and choose one to add to the sentence. Example: The slippery, sparkling water slowly condenses.
- Finally, add a prepositional phrase to the end of the sentence. Remind students that prepositional phrases usually include a prepositional phrase, a modifier, and a noun. You may need to help the students more with this one. Example: The slippery, sparkling water slowly condenses on the car windshield.
- Divide the class into 4 groups. Assign each group a step of the water cycle (evaporation, condensation, precipitation, collection). The students will come up with their own living sentence as a group. (They cannot use the example class sentence.) Their worksheet will guide them through the process.
- Once the students have written their living sentence, the groups will act out their sentences. Give the groups 5-10 minutes to discuss how they would like to act out their sentence and then practice. One student should be reading the sentence aloud while the others act it out silently.
- When each group is ready, they will perform their living sentence to the rest of the class.

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Name _____

A Water Cycle Living Sentence

Write a basic sentence about your step of the water cycle. Add a subject, a verb, and a prepositional phrase to your sentence.

Think of some adjectives that could describe the subject of your sentence. Choose 2-3 to add to your sentence.

Think of some adverbs that could describe the verb in your sentence. Remember, they usually end in -ly. Choose one to add to your sentence.

Finally, think of a prepositional phrase to add to the end of your sentence. Remember that a prepositional phrase includes a preposition, its object, and modifiers.

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Writing: Story of a Raindrop Lesson Plan

You Will Need:

- Story of a Raindrop writing page for each student

Day 1:

- Briefly review each of the 4 parts 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. Students will write a narrative story in first person as if they were a raindrop. They will discuss their entire journey through each stage of the water cycle. They should use vocabulary words and lots of descriptive language.
- Have them write a rough draft on a blank piece of paper first. They will have the rest of the session to work on their rough draft.

Day 2:

- The next day, have students peer review their rough drafts. Have three students review the rough drafts. The students should take time to give feedback. The necessary time to review the rough drafts should be 10-15 minutes. Have the students get the okay from you to move on.
- Students will write a final draft of their "Story of a Raindrop" on the Story of a Raindrop writing page. They should take time to make sure they like their writing. They should take time to make sure they like their writing. They should take time to make sure they like their writing.

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Story of a Raindrop

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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:

- 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 like a snow globe with a little rain on top.
- Students will use the spatula to spread the shaving cream. They will use the dropper to add the food coloring to the shaving cream. They will use the popsicle sticks to create the water cycle. They will use the watercolor paper or cardstock to create the water cycle. They will use the watercolor paper or cardstock to create the water cycle.

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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.
- Students will have discussed how water is important to them. Write their responses on the board. Ask the students where they think this water comes from. Explain to the students that water is always on the earth. Explain that the water cycle is important that the water is always there. Ask the students to keep clean, cook, and do many things. In order to keep enough water for the community, the water must be cleaned. Ask the students to then reuse the water.
- 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 & The Community

How does the water cycle affect me?


How does the water cycle affect the community?

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

Why does the community need clean, safe water on a regular basis?

If there is a drought, how could I conserve water?

Why is every step of the water cycle important to me?



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Water Cycle Newspaper Article Part 1

You Will Need:

- Writing paper for rough drafts
- Newspaper Practice worksheet for each student
- Final Newspaper worksheet for each student

Instructions:

- Explain to the students that their final project for the unit will be creating the front page of a newspaper. There will be 3 parts to this:
 - Article Explaining the Water Cycle**
The students will write a short newspaper article about the water cycle and how it affects the community. They will explain why it is important to the community and why it is important to them.
 - Article Explaining How To Conserve Water In a Drought**
Have students write a short newspaper article about how to conserve water in a drought. They will explain why it is important to the community and why it is important to them.
 - A Comic Strip Relating To The Water Cycle**
Students will create a short comic strip relating to the water cycle. They can make it funny or serious. It should include illustrations and text in each box. The students will be given 2 boxes for the comic.

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Water Cycle Newspaper Article Part 2

Day 1: Have students write rough drafts of their articles on separate sheets of paper. Find the elements that are expected to include in each article.

Day 2: Students will swap papers with a peer to check for errors. Walk around and check papers to ensure errors are corrected. You may want to add an additional day for students to write their articles if needed. Students will draw illustrations for their articles.

Day 3: Students will practice putting together their newspaper article on the newspaper practice worksheets. The practice worksheet has captions that lays out the formatting for the students. They may not have time to write their full articles, which is fine. Student's focus should be on filling in all the sections so they know where everything goes and planning their illustration for one article and the illustrations for their comic.

- Day 4-5:** Students will work on the final draft of their newspaper. They should take their time on this. Their handwriting should be their best. They must pay attention to detail in their illustrations and ensure they include all the necessary information. Students may use their corrected drafts and newspaper practice sheet as a guide.
- Showcase student's newspapers by putting them on the classroom bulletin board, etc.
- 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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Name _____

Title of Newspaper Goes Here

Date Goes Here

Article Title Goes Here

Article Title Goes Here

Comic Goes Here

Illustration Goes Here

Caption Goes Here

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Name _____

Title of Newspaper Goes Here

Date Goes Here

Article Title Goes Here

Article Title Goes Here

Comic Goes Here

Illustration Goes Here

Caption Goes Here

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Water Cycle Unit Rubric p. 1

	10 points	7 points	5 points	3 points
Participation	Student participated in each activity with enthusiasm. Exhibited great skills.	Student usually participated in activities with enthusiasm. Usually exhibited great teamwork.	Student sometimes participated but may not have 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	Student showed all of the expectations for the assignments. The information is accurate to what the student has learned.	Student showed most of the expectations for the assignments. The information is accurate to what the student has learned.	Student showed some of the expectations for the assignments. The information is accurate to what the student has learned.	Student did not show all of 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
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 Project	The newspaper articles are clear and accurate. All sections of the newspaper are filled. There are no spelling or grammatical errors. The student has clear handwriting and quality illustrations.	The newspaper articles are clear and accurate. Most sections of the newspaper are filled. There are fewer than 5 spelling or grammatical errors. The student used mostly clear handwriting and quality illustrations.	The newspaper articles may not be both clear and accurate. Not all sections of the newspaper are filled. There are 5-5 errors. The student does not have both clear handwriting and quality illustrations.	The newspaper articles may not be both clear and accurate. Not all sections of the newspaper are filled. There are more than 5 errors. The student does not have both clear handwriting and quality illustrations.

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The Water Cycle

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



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Mini Water Cycle Experiment

Question:

Hypothesis:

Procedure:

- _____
- _____
- _____
- _____
- _____



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Mini Water Cycle Experiment

Analysis: What Happened?

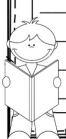
How much water is in the mug?

How much water is in the bowl?

Find the difference between the water in the mug and the bowl.

What else happened?


Conclusion: What I Learned



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Story of a Raindrop



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Water Cycle & The Community

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Why does the community need clean, safe water on a regular basis?

In a drought, how could I conserve water?

Why is every step of the water cycle important to me?



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Water Cycle Unit Rubric p. 1

	9 points	7 points	5 points	3 points
Participation	Student participated in activity with enthusiasm. Usually 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 trouble w/ participating in activities. Did not put much 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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Water Cycle Unit Rubric p. 2

	9 points	7 points	5 points	3 points
Creativity	Student showed creativity throughout the assignments using their own personal ideas to present the information.	Student showed creativity throughout their assignments during the unit. Their personal ideas can occasionally be found in their work and performances.	Student showed a little creativity throughout the assignments during the unit. Their personal ideas are not evident in their work and performances.	Student did not show any creativity throughout the assignments during the unit. Their personal ideas are not evident in their work and performances.
Final Newspaper Project	The newspaper articles are clever and accurate. All sections of the newspaper are filled. There are no spelling or grammatical errors. The student has clear handwriting and quality illustrations.	The newspaper articles are accurate. Most sections of the newspaper are filled. There are fewer than 3 spelling or grammatical errors. The student used mostly clear handwriting and quality illustrations.	The newspaper articles may not be both clever and accurate. Not all sections of the newspaper are filled. There are 3-5 errors. The student does not have both clear handwriting and quality illustrations.	The newspaper articles may not be both clever and accurate. Not all sections of the newspaper are filled. There are more than 5 errors. The student does not have clear handwriting and quality illustrations.

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REVIEW PREVIEW

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