

Grade 4	Lesson: 1-5 Hey, It's the Water Cycle	Reference to English
Standard(s): 1.OA.1	Domain:	
Content Objective(s):	Language Objective(s):	
Identify locations that hold water as it passes through the water cycle	Describe how the water cycle relates to the water supply in your community.	
Essential Understanding:	Academic Vocabulary for Word Wall: Listen: Read: Write: Speak:	
Materials: • "My Water Cycle Book" (1 per student) • Dice (2 per group) • "Dewey Drip" Poem	Additional Lesson Vocabulary: Sentence Frames:	
Lesson: Hey, It's the Water Cycle		Instructional Time:

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Opening: (10 minutes)

- Teach the students the Water Cycle Song with actions.

“Water Cycle Song”
To the tune of “She’ll Be Coming ‘Round the Mountain”

Water travels in a cycle, yes it does.
Water travels in a cycle, yes it does. (*hands go around in a circle*)
It goes up as evaporation (*hands go straight up*)
Forms clouds of condensation (*clap hands together*)
Falls down as precipitation (*bring hands down wiggling fingers as rain*)
Yes it does!

Introduction to New Material (Direct Instruction): (7 minutes)*The Water Cycle:*

- Use the song to help students understand the basics of the water cycle.
- Have them label and fully illustrate the diagram in their “My Water Cycle Book.”
- This is a very simplified version, but it is important that the students understand the basic concepts before studying further.

- Now discuss each part of the water cycle in more detail.
- Work with the students to create and record a list of several examples of how each part of the cycle occurs.
- Evaporation from: oceans, lakes, rivers, glaciers, ground water, etc.
- Condensation from: water vapor collecting to form clouds, dew
- Precipitation from: rain, snow, hail, sleet, etc.

Water on the Move:

- Remind students that this diagram is a very simplified version of the water cycle. Let’s look at how the water cycle actually functions in our world.
- Have the students look at the Water Cycle Game Boards in their “My Water Cycle Books.”
- Spend a few minutes discussing the diagram with students and helping them identify sources of water.
- Identify the Travel Key. For each roll of the dice, the students will use the number to determine where they will travel to next. Identify the locations on the board corresponding to each location on the list.
- Briefly review and discuss how water changes in the water cycle:
 - Evaporation: liquid water turns into water vapor
 - Condensation: water vapors turns into liquid water
 - Precipitation: water that falls to Earth as rain, snow, hail, or sleet
 - [Sublimation: solid water (snow, ice) going directly to water vapor]
 - [Transpiration: water absorbed through plant roots and then evaporated into the atmosphere from plant surfaces like leaf spores.]
- Briefly review and discuss the sources of water on Earth:
 - Rain Puddles, Lake, River, Snow, Groundwater, Ocean, Iceberg, etc.

Guided Practice: (10 minutes)*Let’s Play!*

- Divide students into groups of 2 or 3.
- Give each group 2 dice.
- Each player rolls the dice. Use the Travel Key to determine their location. Record the location in box #1 of the Water Cycle Game Record.
- Each player then takes a turn to roll the dice and determine a new location. Record the location on the next space of the game record.
- The player also explains which method of change they used for the water to travel from location #1 to location #2.
 - Example: Lake to Air = Evaporation
 - Air to Cloud = Condensation
 - Cloud to River = Precipitation
 - Glacier to Air = Sublimation
 - Tree to Cloud = Transpiration and Condensation
- The other members of the group help check the player’s answer.
- Continue taking turns and recording answers until the Game Record is complete.

Independent Practice: (6 minutes)

Assessment:

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