***Water Cycle***

***October 25, 2013***

***Name: Miss Yvonne***

***Grade Level:1 & 2 Subject: Science***

***Goal /Objective: Students will be able to correctly identify the points of evaporation, condensation, and precipitation on a diagram.***

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**Materials:**

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| 1.colored cloth from workroom2. safety pins3. *Magic School Bus at the Waterworks*4.flashcards | 5. Water cycle skit papers6. worksheet showing the water cycle7.8. | 9.10.11.12. |

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**Intro:**

*What makes weather?* (sun, wind, water, land, temperature)

*What kind of temperature would you see in the summer?* (warm) *What kind of weather can you not have when it is warm?* (snowy) *When it is cold?* (rainy) *How does living close to a large body of water (lake or ocean) make a difference on weather?* (more rain/snow because of more evaporation)

Review flashcards by having the class say them two times as I flash them. Highlight condensation, and evaporation. Have class do motions that go with each one as they say them.

Teach the new vocab. word: Precipitation—water that falls from clouds. It can be rain, snow, sleet or hail.

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**Lesson:**

*What cycles have you learned about?*  (plant cycle, butterfly cycle in 2nd grade reading)

*Today we are going to talk about another cycle, the water cycle!*

* Sun heats water, it evaporates (*evaporation*)
* Air cools as it rises, wind blows it inland
* It condenses (*condensation*) into clouds and then precipitates (*precipitation)*
* Water runs out to ocean/evaporates again.
* Talk about lake effect weather that we have here in Guys Mills.

Illustrate this cycle on the board. Have class identify where these three words would go on the diagram: evaporation, condensation, precipitation

Review, having them do motions

* Evaporation (hands together in two fists, open and spread out hands—poof, water is gone)
* Condensation (Opposite of evaporation, hands out, then come together in fists)
* Precipitation (Spread fingers out and lower hands to show rain/snow)

Worksheet. Check together.

Introduce new words before doing water cycle skit.

*Evaporated (ing), condense (ing), cumulus, precipitating, dinosaur, Mississippi River, energetic*

Have 2nd grade students study individual parts alone, think about good expression.

1st grade can read *Magic School Bus at the Waterworks.*

Pin colored cloth on each student according to what they are doing in the skit.

Do skit:

* Narrators: Natalie, Shelby
* Water Molecule 1: Nicholas, Trevor
* Water Molecule 2: André, Regan
* Sun: Christian (standing on chair by front of room)
* Ocean: Alex (front of room)
* Stream: Travis (back of room)

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**Closing:**

Where in the classroom did the molecules evaporate?

Condense?

Precipitate?

Lesson taken from Purposeful Design Science, (a division of ACSI) Level 2, weather.

The short skit and water cycle paper were blackline masters from this curriculum.

We took an extra-long class period for this lesson.