

What is the Water Cycle?

At-Home Activity

Objectives...

- Learn key vocabulary terms: Evaporation, Condensation, Precipitation, and Transpiration and be able to apply them.

Materials Needed...

- A stove accompanied by parent or caregiver.
- A pot to boil water.
- 3 cups of water.
- A lid to fit the pot so the moisture doesn't escape.
- Water Cycle Diagram.
- Worksheets entitled "Water Cycle Observation," A, B and C to record what you see.
- Teacher's Vocabulary Guide, 4b: Things Outside.
- Student Vocabulary Worksheet 4b.

See National Standards for Volume 4

This activity explores the amazing Water Cycle! It is designed to be performed at home with a parent or caregiver. Time to learn in the classroom, *and* at home!

presentation

The teacher should introduce "things outside" vocabulary and then have students complete their vocabulary worksheet.

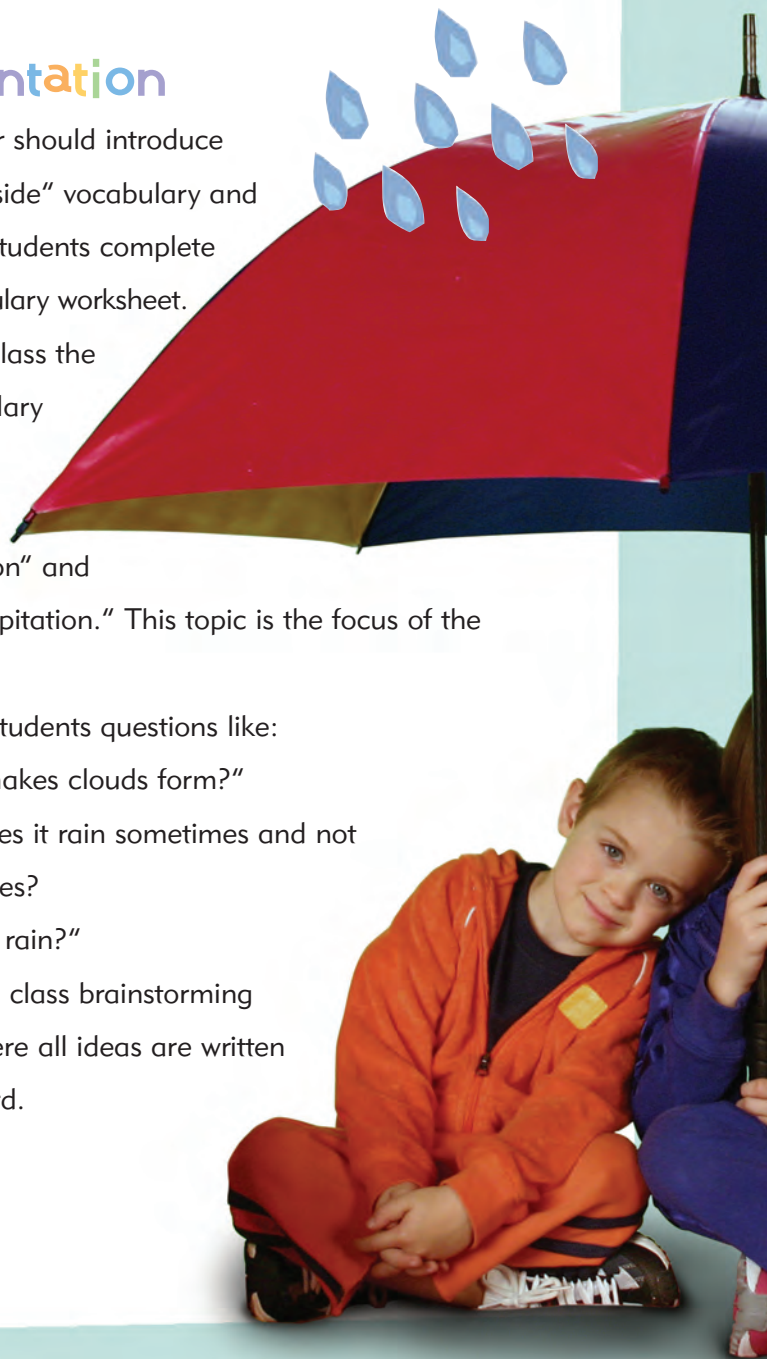
- Tell the class the two vocabulary words

"clouds= condensation" and "rain=precipitation." This topic is the focus of the lesson.

Ask the students questions like:

- "What makes clouds form?"
- "Why does it rain sometimes and not other times?"
- "What is rain?"

Make this a class brainstorming activity, where all ideas are written on the board.



- Once the activity is finished, introduce the “water cycle diagram.” Explain each phase of the diagram and ask additional questions of your students to make sure they are understanding.
- Be sure to sign “clouds” when you talk about condensation and sign “rain” when you talk about precipitation.

Guided Practice... Hand out worksheets A, B, and C entitled “Water Cycle Observation.”

- Explain each part of the worksheets and the objective of observing the three phases of the water cycle occurring right before your students eyes.
 - Help students fill out definitions 1-4 on worksheet A so they will be ready to observe when they arrive home.
 - Review the questions on worksheets B and C so they understand what their task is at home.

- Students should review their ASL vocabulary throughout the activity.

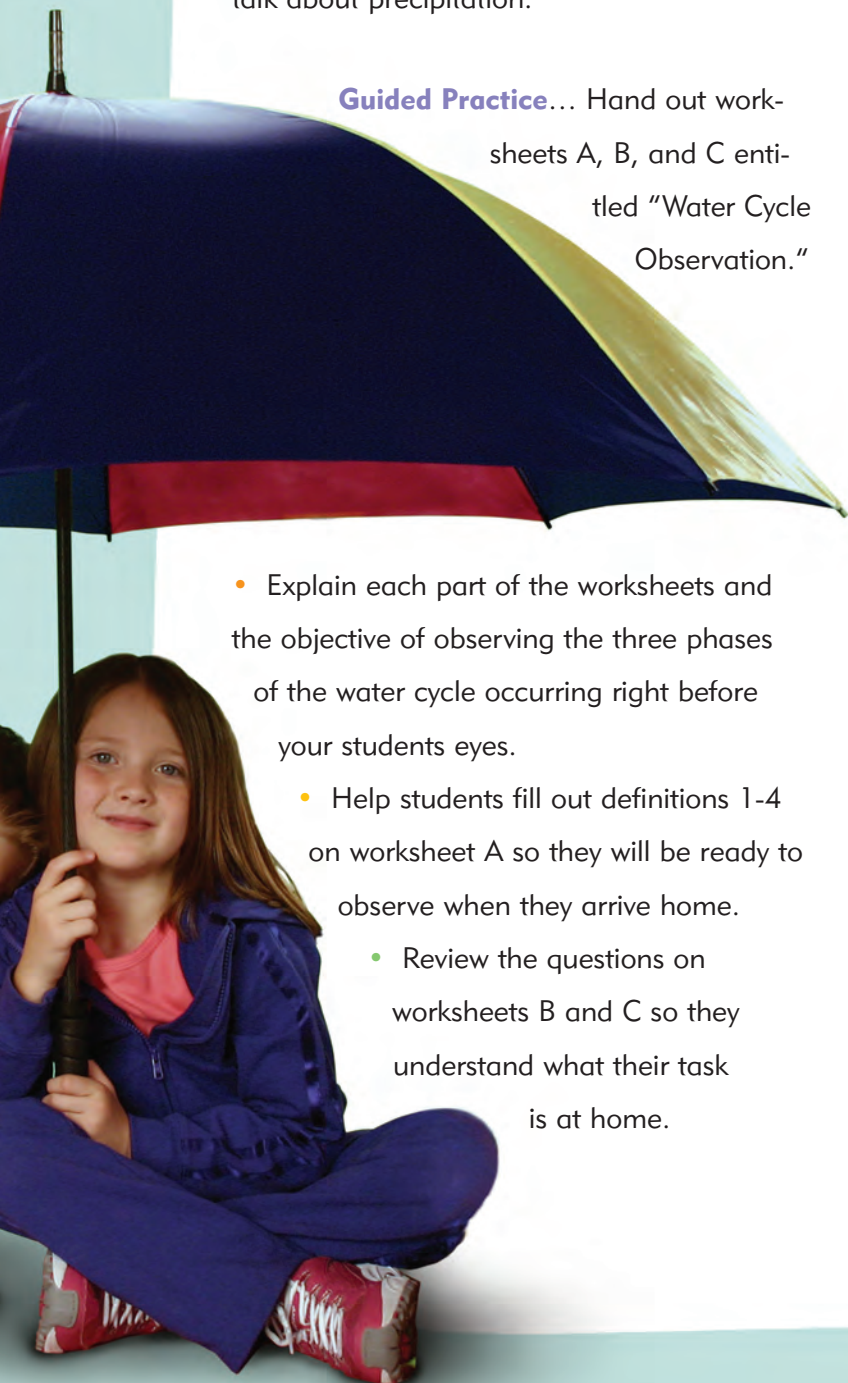
Independent Practice... The following day, review the water cycle and what the students findings were for their observation assignment.

- Students should get into small groups and compare their findings while using a few of their ASL vocabulary signs. Each group should discuss the questions and the answers. When the small groups are finished, have the class come together to review and discuss their findings with the teacher.
- In the event that parent involvement is not possible, you should bring materials to do the experiment with your class so that all students have the opportunity to participate.

Related Books... that compliment this activity.

- *Follow the Raindrop: The Water Cycle*, by Elsie Ward.
- *What Makes It Rain, The Story Of A Raindrop*, by Keith Brandt.

Note... This is not an in-depth look at the Water Cycle—rather a fun activity or mini-lesson that can be utilized to supplement the teaching of this unit.

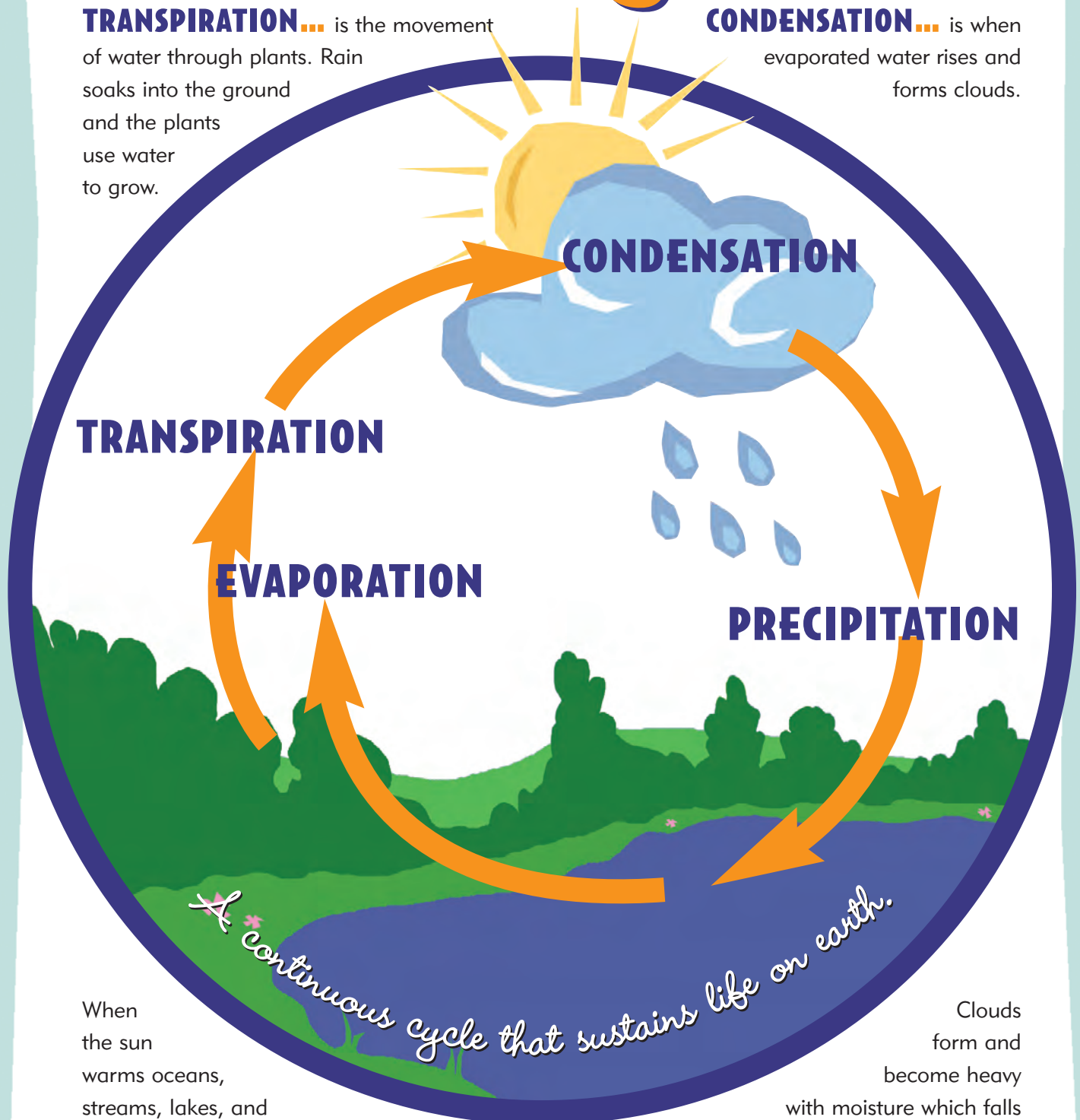


THE AMAZING

water cycle!

TRANSPIRATION... is the movement of water through plants. Rain soaks into the ground and the plants use water to grow.

CONDENSATION... is when evaporated water rises and forms clouds.



When the sun warms oceans, streams, lakes, and rivers, this causes the moisture to rise into the air as ...**EVAPORATION**

Clouds form and become heavy with moisture which falls to the earth in the form of rain, ice, sleet, or snow as ...**PRECIPITATION**

Name _____

Date _____

THE AMAZING *water cycle!*

At Home... Before filling out this worksheet, review the Water Cycle Diagram discussed in class.

1. What is evaporation?

2. What is condensation?

3. What is precipitation?

4. What is transpiration?

Name _____

Date _____

THE AMAZING

water cycle

EXPERIMENT

At Home... *Must be accompanied by parent/caregiver.*

Now that you are familiar with the Water Cycle and how it works, follow the directions below and answer the questions.

Step 1: *Pour 3 cups of water into a pot or pan.*

Step 2: *Find a lid that will fit snugly onto the pot or pan so moisture won't escape.*

Step 3: *Turn the temperature on the stove to high.*

Step 4: *Place the lid onto the pot or pan.*

Step 5: *Observe what happens to the water when it gets hot.*

Step 6: *Answer the questions below:*



Parents/caregivers may need to assist their child in answering the questions below.

1. What happened to the water when it began to get really hot?

2. After the water boiled for 5-10 minutes, what happened to the inside of the lid?



3. Did water form on the inside of the lid?

4. What stage of the water cycle does the lid represent when compared with the diagram?

5. Which of the four stages above (evaporation, condensation, precipitation, and transpiration) did you notice? Explain what happened.

Using the pictures below, draw a line from each word to the picture that represents each stage in the water cycle.

EVAPORATION

CONDENSATION

PRECIPITATION

