

water cycle

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About This Lesson

DESCRIPTION

Students will identify basic parts of the hydrologic cycle. They will be reading about the water cycle, learning the terms evaporation, condensation, precipitation, and accumulation. They will create a poster showing the parts of the water cycle. These goals are aligned to the greater idea of earth and space science, cycles and patterns of the earth.

PREREQUISITES

Students should know what water is and that it can have different forms such as ice and steam. Previous lessons in this cycle address the idea that one element (water) can have many forms.

ESTIMATED TIME

45 minutes

Potential Use

PURPOSE:	Classroom Instruction, Small Group
GRADES:	7 - 8
CONTENT AREAS:	Science
COMMON CORE:	No alignment information

Goals

INSTRUCTIONAL GOALS

Students will identify the four basic parts of the water cycle- evaporation, condensation, precipitation, and accumulation.

OBJECTIVES

- Students will understand that water can have different forms.

VARIABILITY

Students will be able to create a poster showing what they learned. Some students will be able to draw and write the proper terms, others will need visuals provided. Some students will need information scribed for them.

Assessments

FORMATIVE ASSESSMENTS

We will start the lesson by filling out a KWHL chart. I will start by asking for information from previous lessons, such as what are some different forms of water?

SUMMATIVE ASSESSMENTS

Students will complete a poster showing the four parts of the water cycle in the correct order.

Instructional Methods

OPENING

Hook

I will start the lesson by providing cups and cold water for my students. We often start a lesson with water as part of our Brain Gym activities, but this time we will talk about the water, and what we use water for besides drinking.

Introduction

We will complete a KWHL chart with what they know. I will ask what they remember from the previous day's lesson about the different forms that water can take and add that information to the chart. I will ask what they want to learn about water, and how they can learn.

DURING

Introduce New Knowledge

Next, we will read the adapted book, The Water Cycle together. I will introduce each vocabulary word and give a definition.

Pose Leading Questions

I will ask comprehension questions at the end of each page. I will extend their knowledge by asking questions about their experiences, such as when we read about accumulation, I will ask what they know about about Lake Erie and the Shaker Lakes.

Independent Practice

After reading the book, I will provide poster paper for each students to create a poster to demonstrate their understanding. I will have a checklist so the students can check off each part as they complete it on their poster.

CLOSING

I will have each student share their poster with the group.

Materials

MATERIALS AND SUPPLIES

KWHL chart, adapted book The Water Cycle, poster board, icons and photographs that show each part of the water cycle, print outs of the name of the four parts of the water cycle, markers, crayons, tube grips for markers, scissors, adapted scissors, checklist.

RESOURCES INCLUDED

Comments