

# Water Cycle

**Target Audience:**  
**Pre-K to First Grade**  
**Lesson #4**

**Goals:** The goal of this lesson is to have students act out the movement of water within the water cycle.

**Objectives:**

Students will be able to:

- Identify the states of water as it moves through the water cycle.
- Relate the movement of water within the water cycle.

**Key Vocabulary Terms:** evaporation, condensation

**Lesson Duration:** 40 minutes.

**Lesson Location:** This lesson will take place in school.

**Materials:**

- poster of the water cycle
- water cycle dice
- water cycle pictures
- signs with water stages
- Children's story about the water cycle, The Water's Journey, by Eleonore Schmid.

**Content and Methods:**

During this lesson, students will be introduced to the water cycle. Students will discuss in a large group what they know about the water cycle. Some background information about the water cycle will be introduced to enhance the students understanding and knowledge of the water cycle. Once students have a broad understanding of the water cycle, the group will act out various parts of the water cycle with body movement.

Each part of the water cycle will be represented with body movement to portray what happens in the water cycle. The students will determine the appropriate actions to be made; an example would be circling your arms and hands to represent clouds. They could also wave their arms and hands above their heads and move them in motion to represent the passing of clouds. After actions have been assigned to the various stages of the water cycle, the simulation will begin.

Choice 1: Students take turns rolling water cycle dice to determine next stage for the water molecule and entire class acts out that part of the water cycle. This would continue to allow as many students as possible an opportunity to roll the die. Also activity would continue to as long as necessary to allow students to share an understanding of the various states of water and how the water molecule moves in the water cycle.

Choice 2: The teacher relates the story of the water molecule to students and students take on respective rolls of the water cycle by acting it out. A similar process to choice one would progress.

At the conclusion of the activity, students would share other questions they might have about the water cycle. The teacher would also ask a few questions of the students to assess their knowledge level about the water cycle.

**Evaluation:**

Students will be able to:

- Describe where water moves in the water cycle.
- Identify the various states of water as it moves through the water cycle.

**References:**

Sheehan, Kathryn, & Waidner, Mary. (1991). *The Importance of the Water Cycle*. EARTH CHILD, Games, Stories, Activities, Experiences and Ideas about Living Lightly on Planet Earth. Tulsa, OK: Council Oak Books.

The Watercourse and the Center for Environmental Education. (1995). *The Incredible Journey*. Project WET. Bozeman, MT: The Watercourse and Council for Environmental Education.