

Struggling to find a hands-on way to teach the water cycle?

MATERIALS FOR WATER CYCLE UNIT

Activity	Materials Needed Per Group/Person
Water Cycle Baggie	<ul style="list-style-type: none">• Baggies• Permanent Marker• Water
Bracelet or Necklace	<ul style="list-style-type: none">• Yellow, clear pipe cleaner• Pipe cleaner
Poster Project	<ul style="list-style-type: none">• Large sheet of paper• Markers

FLORIDA STANDARDS

SC.5.E.7.1 Create a model to explain the parts of the water cycle. Water can be a gas, liquid, or a solid and can go back and forth from one state to another.

SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

NEXT GENERATION SCIENCE STANDARD

MS-ESS2-4 Develop a model to represent the water cycle and its relationship to life on Earth and the atmosphere.

water though Earth's systems drive the climate, and atmosphere via evaporation, and precipitation, as well as

STANDARDS

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RDS

ive and on the surface of Earth, water is essential for life.

Water Cycle Activities

- Mind Map
- Foldable (2 versions)
- Discussion Cards
- Water Cycle in a Baggie Teacher Directions
- Water Cycle in a Baggie Recording Sheet
- Ideas for other Water Cycle Activities
- Water Cycle Color Coding (2 versions)
- Water Cycle Poster Project Teacher Directions
- Water Cycle Poster Recording Sheet (2 versions)
- Water Cycle Poster Planning Sheet
- Evaporation Experiment Teacher Directions
- Evaporation Experiment Recording Sheet

Don't spend any more time planning, searching, or brainstorming. Everything you need is in this easy to use download!

Water Cycle Unit Includes

- Mind Map
- Foldable (2 versions)
- Discussion Cards
- Water Cycle in a Baggie Activity
- Ideas for Water Cycle Activities
- Water Cycle Color Coding
- Poster Project
- Evaporation Experiment
- Surface Area Experiment
- Water Cycle Booklet or Mobile
- Bulletin Board Display
- Water Cycle Project (2 Versions)
- Water Cycle Assessment

Teacher Directions Page

- Learning Goals
- Materials Needed
- Specific Directions for All Parts of Lesson

EVAPORATION EXPERIMENT TEACHER DIRECTIONS

The purpose of this experiment is for students to connect that water evaporates more when it is located directly in the sun.

- If you have graduated cylinders, ... don't have

1. Use two same-size graduated cylinders. If you don't have them, use two identical containers. Have to pour the same amount each time.
2. Fill the containers with the same amount of water.
3. Place the containers in a sunny area.
4. Before measuring, make sure students write a prediction of how much water they think will still be in the containers.
5. Every day for a week (or every other day for two weeks), check the amount of water that is left in the containers. You can pour the water into a graduated cylinder to measure it, then return the water to the original container. Make sure students record their findings on the recording sheet and write a prediction for the next time.
6. Bonus: Create a class anchor chart that matches the students' recording sheet. If students are tardy/absent, they can just check the anchor chart and fill in their recording sheet.

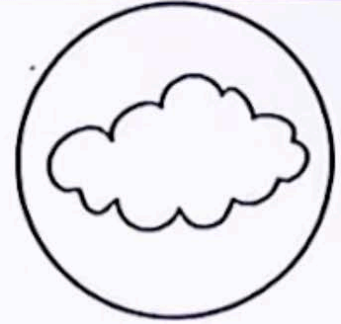
SURFACE AREA EXPERIMENT TEACHER DIRECTIONS

The purpose of this experiment is for student to connect that a majority of the water evaporated on Earth comes from oceans. You could label the different containers as ocean, lake, and puddle to show the size differences.

1. Use three different size containers. You want the surface area of the openings to be different, too.
2. Fill them up with the same amount of water. Have students record that number on the recording sheet.
3. Before measuring, make sure students write a prediction of how much water they think will still be in the containers.
4. Every day for a week (or every other day for two weeks), check the amount of water that is left in the containers. You can pour the water into a graduated cylinder to measure it, then return the water to the original container. Make sure students record their findings on the recording sheet and write a prediction for the next time.
5. You could do this as a whole group activity every day or you could assign a student to each container. They can come back and report their findings to the whole class.
6. Bonus: Create a class anchor chart that matches the students' recording sheet. If students are tardy/absent, they can just check the anchor chart and fill in their recording sheet.

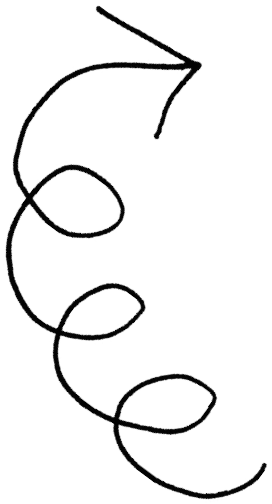
Foldable Notes

Condensation



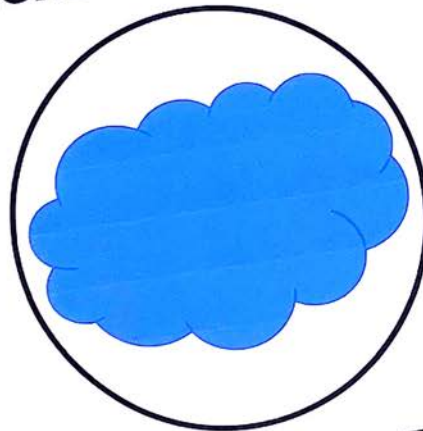
Precipitation

**Surface
Runoff**



Bulletin Board Display

Condensation is the process when water vapor (gas) in the atmosphere turns into water (liquid). When condensation occurs, clouds form. Cold temperatures are necessary for condensation to occur.



CONDENSATION

Runoff is precipitation that did not get absorbed into the soil and did not evaporate. Oceans, lakes, rivers, puddles are examples.



RUNOFF

Name: _____

EVAPORATION EXPERIMENT

Container #1 Location: <u>window</u>		
Day/Time	Prediction	Observation
<u>Mon. 8am</u>	<u>-2 mL</u>	<u>-3 mL</u>



Container #2 Location: <u>closet</u>		
Day/Time	Prediction	Observation
<u>Mon 8am</u>	<u>-1 mL</u>	<u>same</u>

Which location had the most water evaporate?

Window

What do you think caused more water to evaporate there?

sunlight

Hands On Investigations & Experiments

Name:

Directions: Use crayons or colored pencils to correctly color code the diagram below. Add arrows and labels to represent each part of the water cycle.

Sun: Yellow

Evaporation: Draw black arrows

Condensation: Gray

Precipitation: Blue

Collection and Run Off: Purple

Transpiration: Green



Name:

Directions: Use crayons or colored pencils to correctly color code the diagram below. Add arrows and labels to represent each part of the water cycle.

Sun: Yellow

Evaporation: Draw black arrows

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Many hands on activities!

WATER CYCLE PROJECT

Instructions:

- Water Cycle Project: There are two versions available. The options are the same, one just in a different learning style and one does not. Students are encouraged to create the project. I have either the projects or I have discretion to determine if they turn in the projects have around the circle giving each student each project.

Name: _____

I create the _____

on _____

Water Cycle Project

Auditory

Write a song that describes and explains the water cycle.

Visual

Design a bookmark or book cover that shows and explains the water cycle.

Naturalist

Explain how we can use the water cycle in our daily lives.

Kinesthetic



Teachers Like You Have Said:

“Fun way to teach about the water cycle. My kids loved the experiments!”

“This was a huge help for my first year teaching the water cycle! Thank you!”

“Such a super resource! Love the visuals and examples and easy to implement experiments/demonstrations. Thank you!”

**Are you tired of spending
time looking for standards
based activities for your
science class?**

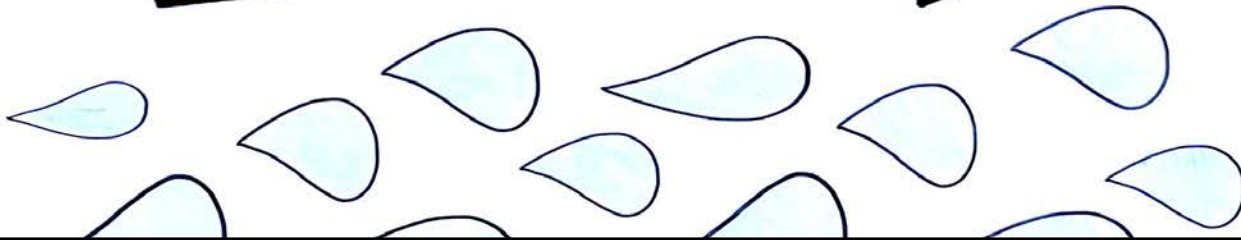
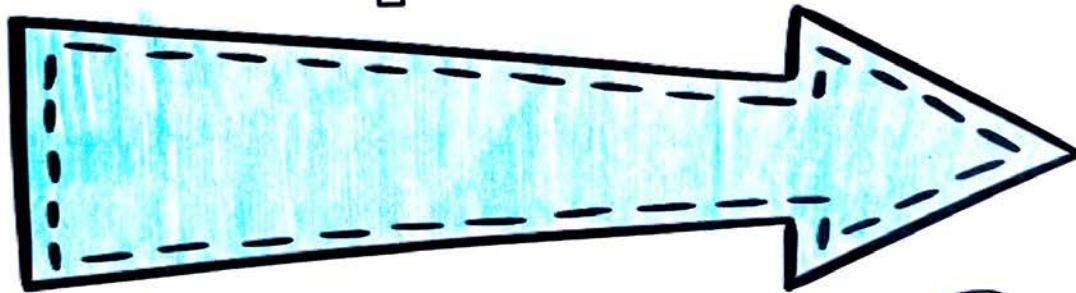
Save yourself time and energy with easy to use
activities that are already aligned to your
standards and are sure to keep your students
engaged during science lessons!

- There are also two different ways to use the work runoff.
- Copy the image front/back with the text. Allow students to color the words, images, and create as a mobile or turn into a book.

Condensation

Condensation

Precipitation



Chloe Campbell
EDUCATION

**Purchase now to use
in your classroom!**