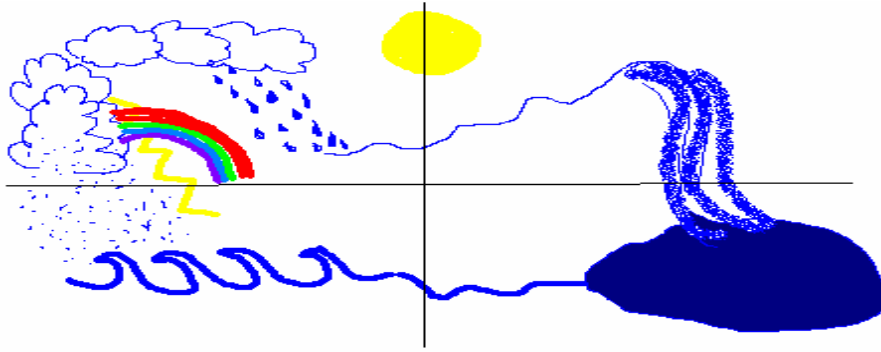


Water Dance by Thomas Locker

Water Cycle: Grade 2 Water Unit linking Library & Classroom

1. Introduce the book, author/illustrator (oils on canvas)
2. Explain that while you read to the students they will be participating in hand motions and a cumulative/choral retelling. After each new page repeat from the beginning as this helps to solidify the water cycle.
 - "I am the rain." (Hands up, fingers moving, cascading downward like rain.)
 - "I am the mountain stream." (Hand vertical (narrow), making a gentle waving path from right to left.)
 - "I am the waterfall." (Hand fairly high & flat, falls off a cliff, make a "k-shhh" sound.)
 - "I am the lake." (Arms out front/in circle, making the lake.)
 - "I am the river." (Hand horizontal/wide, meandering, waving side to side, going right to left.)
 - "I am the sea." (Hand making waves, right to left/up and down.)
 - "I am the mist." (Hands down, fingers moving gently as you raise hands up.)
 - "I am the clouds." (Hands/arms rising to over head, building several different shapes by doing a hand over hand/touch.)
 - "I am the storm front." (Hands and arms wide/circle, rolling hands, building clouds but not above shoulders; could add wind noise.)
 - "I am the thunderhead." (Same rolling, but going higher to build; hands go down into a thunder/lightning loud clap.)
 - "I am the storm." (Rolling clouds, *whish* wind sound, fingers flutter downward doing the rain.)
 - "I am the rainbow." (Hand, palm front/fingers open to represent colors in arch from left to right.)
 - "I am water. This is my dance through our world."

At this point everyone has the cycle memorized; Have the students fold a large white art paper 12x18 into fourths. With a blue crayon (**only**), begin at top left quarter mid point with clouds and raindrops as you all say the chant together; make the rain drop-like rounded; the "rain" drops into a narrow blue line (mountain stream) that runs from left to right, heading into the top right quarter and stops at the mid point. Now this blue line falls off the mountain in a waterfall; have several lines curve over and down. The waterfall empties into a lake that is near the middle of the right bottom quarter. The lake has a river leading left that is wider than the mountain stream and meandering into the bottom left quarter, just barely. Begin making waves that flow leftward to show the sea. The mist is blue flecks rising from the sea, (the worst to listen to as thirty crayons tap on desks.) The mist rises to just into the top left quarter, where you start making thunder heads. Take a yellow crayon, and lightening. A sun and rainbow can be added. Have the students use their pencil to label rain, mountain stream, waterfall, lake, river, sea, mist, and storm clouds.



Science Standards & PO's:

Strand 5: Physical Science: Concept 1: Properties of Objects & Materials

PO2: Classify materials as solids, liquids, or gases

PO3: Demonstrate that water can exist as a: gas-vapor; liquid-water; solid-ice

Information Literacy:

Standards 3: Uses information critically & competently

Standard 9: Works effectively in groups to generate information

Listening/Speaking

WP1-F2 Respond to oral presentations

PO1-recognize the content of an oral presentation PO4-state ideas presented in texts

WP1-F3 Apply critical listening skills

PO1-listen effectively PO2 analyze/evaluate information with group

PO3-respond orally within the group

WP1-F4 Listen to oral presentation

PO1-recognize the content of oral presentation PO2-develop summary of content

Language & Vocabulary

Use word identification and vocabulary building strategies

SIOP:

Preparation

Adaptation of Content

Links to Background

Links to Past Learning

Strategies incorporated
[list/group/label]

Scaffolding

Modeling

Guided Practice

Independent Practice

Comprehensible Input

Group Options

Whole class

Small groups

Partners

Independent

Integration of Processes

Reading

Writing

Speaking

Listening

Application

Hands-on

Meaningful

Linked to objectives

Promotes engagement

Assessment

Individual

Group

Written

Oral