



«Science Lesson Plans

Water Dance: The Never Ending Journey

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Description

Learners will develop an understanding that water follows a certain path as it cycles through different phases. path of water in Thomas Locker's *Water Dance*. They will use observation, inquiry and prediction skills through experiments and projects.

Grade Level

3-5

Lesson Objective

- The learner will create and complete an O-W-L chart on the water cycle. (DOK: Level One)
- The learner will make predictions about condensation while observing a can filled with water. (DOK: Level One)
- The learner will read text and write in science notebook daily. (DOK: Level One)
- The learner will write a Line of Learning in science notebook. (DOK: Level One –Three) (Informal as)
- The learner will create and observe a mini water cycle. (DOK: Level Three)
- The learner will investigate the process of evaporation by participating in exploration groups. (DOK: Level One)
- The learner will use the data from the evaporation exploration and create a graph showing their results. (DOK: Level Two)
- The learner will make predictions about precipitation and clouds while observing the "Making a Cloud" activity. (DOK: Level One)
- The learner will create a flip chart of the parts of the water cycle; describing in their own words what each part of the cycle is. (DOK: Level One/Two)
- The learner will participate in a Readers' Theater story on the water cycle. (DOK: Level One)
- The learner will journal and make observations about the path they followed while engaging in the Inquiry activity. (DOK: Level One and Two)
- The learner will create and complete, with explanations, a diagram showing the process of the water cycle. (DOK: Level Two)
- The learner will write a letter to a meteorologist explaining the path of water as it cycles through the water cycle. (DOK: Level Two and Three)

GLEs

3rd Grade Recognize clouds and fog are made of tiny droplets of water. (5.1.C.b)(2.4; 3.2; 3.3) DOK – 1 Describe precipitation as forms of water. (5.2.E.a)(1.2; 1.6; 3.5) DOK - 1 Recognize liquid water can change into a gas (5.1.C.a)(2.4; 3.2; 3.3) DOK – 1 5th Grade Describe and trace the path of water as it cycles through the hydrosphere and atmosphere (i.e., the water cycle, evaporation, condensation, precipitation, surface runoff/groundwater flow). (5.1.C.b)(2.3) DOK – 1 Identify the different forms water can take (e.g., snow, rain, sleet, fog, clouds, dew) as it moves through the water cycle. (5.2.E.b)(1.4; 2.4; 4.6) DOK - 1 Inquiry 101. Formulate testable questions and explanations (hypotheses); make qualitative observations using the five senses. (7.1.B.a) 110. Judge whether measurements and computations are reasonable. (7.1.B.f) 111. Use quantitative and qualitative data as support for reasonable explanations. (7.1.C.a) 112. Use support for observed patterns and relationships to make predictions to be tested. (7.1.C.b) 113. Evaluate the

explanation. (7.1.D.a)114. Analyze whether evidence and scientific principles support proposed explanations. Communicate the procedures and results of investigations and explanations through oral presentations, draw tables, graphs (bar, single line, pictograph), writings (7.1.E.a)

Depth of Knowledge

Level 1

Instructional Strategies

- identify similarities and differences
- summarizing and note taking
- reinforcing effort and providing recognition
- homework and practice
- nonlinguistic representation
- cooperative learning
- setting objectives and providing feedback
- generating and testing hypotheses
- cues, questions, and advanced organizers

Time Needed

6 days

Materials

Day 1:

O-W-L charts (class set)

Chart Paper (Suggest having large enough to create a class O-W-L Chart)

Markers (any color)

Book *Water Dance* by: Thomas Locker

Condensation Experiment

Coffee Can (1)

Water (to fill can approximately half full)

Food Coloring (any color)

Ice (enough to fill can about half full)

Day 2:

T-Chart (class set)

Copy of Water Cycle song (class set)

Mini-Water Cycle Experiment

Ice cube* (*Recommend using plain water with food coloring instead of ice)

Food coloring (any color)

Clear cups (8oz cup size) in Scott Foresman Science Kit (class set)

Gallon size baggies (class set).

Masking tape (one roll will be more than enough).

Sharpies to write name on bags

Small chalkboard (3).

Spray bottles filled with water (4).

Stopwatch (4).

Fan.

Blacktop or Concrete surface outside.

Graphing paper (class set).

Student pages (class set)

Day 4:

Making a Cloud Experiment.

Ice (enough for several pieces of ice for each bowl).

2 plastic bowls with lids (2 lbs potato salad bowls (grocery stores) or in Scott Foresman science kits).

Warm water

Flip Chart.

2 pieces of colored paper per student (class set).

Stapler

Copy of Reader's Theater story (class set)

Incredible Journey Activity.

9 large pieces of chart paper.

Pens.

Blank dice-at least one per station.

Sharpies to write on dice.

Water cycle table (optional) (class set).

Timer

Day 6:

Paper.

Pencils.

Computers/handhelds (class set).

Envelopes (class set).

Copy of scoring guide for letter and diagram (class set)

Academic Vocabulary

air water vapor water cycle evaporation condensation precipitation rain sleet snow fog dew clouds

Lesson Plan

 [Lesson Plan Word Document](#)

Resources

 [Other Resources](#)

 [O-W-L Chart](#)

Water Dance Script-

 <http://storytrail.com/pdf/SkorupskiGr2WaterDancebyLockerLP.pdf>

 [Water Can Experiment](#)

 [T-Chart-water cycle](#)

 [Song](#)

Water Cycle Experiment

 [1](#)

 [2](#)

 [3](#)

 [4](#)

 [5](#)

 [Evaporation Experiment](#)

Cloud Experiment

 [1](#)

 [2](#)

 [3](#)

[Flip Chart](#)

Readers Theater



Incredible Journey

 [Letter Writing Rubric](#) [Safety](#) [Randy Story](#)**Literature links**

Water Dance

Author/Illustrator Thomas Locker

Publisher: Voyager Books, Harcourt, Inc. 2002

Text book link(s)**Featured Scott Foresman's Textbook**

Third Grade

Third Grade Earth Science Textbook,

Chapter 5, Lessons 1 and 2, pages 154-159; 162-163

Teachers Edition Volume 1, pages 154-159, 162-163

Student Activity Book, Pages 73-74

Teachers Activity Rubric T79

Fifth Grade

Fifth Grade Earth Science Textbook, Chapter 7, Lesson 3 and 4, pages 208-215

Student Activity book, pages 93-94

Teachers Edition Volume 1, pages 208-217

Teachers Activity Rubric T89

Key concepts: [condensation](#) [evaporation](#) [precipitation](#) [water cycle](#)

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