

Water is Everywhere!



Measurable Objective

Students will have the opportunity to create rain through a hands-on activity about the water cycle.

Suggested Grade Level

Pre-K or Kindergarten

Materials

- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- 2 or 3 cotton balls for each child
- Small plastic containers
- Water
- Food coloring
- Water cycle handout

Anticipatory Set

Read the book *Bringing the Rain to Kapiti Plain* to the children. First, ask them what they already know about rain. Have them talk about how the rain occurred and why it occurred, as well as why the plants and animals needed the rain. This lesson can be done outside, depending on the weather.

Instructional Input

Procedure

Prior knowledge: the properties of water and clouds

1. Ask the children what they already know about rain.
Where does rain come from and what happens to the rain when it dries from the sidewalk?
2. Explain this is all part of the water cycle. Write water cycle on the board and talk about the word cycle.
3. How did the rain occur on Kapiti Plain?

Modeling

Gather the children around a table and demonstrate how they will make rain using a basin of water and cotton balls. Explain that the cotton ball is like a cloud because it can fill up with water when you put it into the basin. Put the cotton ball into the water and watch it fill up with water, then squeeze the water out to make rain.



Check for Understanding

Send the children to their tables and pass out a cotton ball and plastic cup to each child. Let them fill up their cups with about an inch of water (explain how big an inch is) and return to their seats. Ask them what the cotton ball feels like when it is dry. Is it light or heavy? Ask more questions about the properties of the cotton ball.

Guided Practice

Invite the children to place their cotton balls into the water. Explain that the cotton ball soaking up the water is similar to how water dries from the sidewalk. How does it feel now? Is it heavier or lighter now that it is full of water? Is the water dripping? Ask them to squeeze the water out of the cotton ball to make rain. Explain that the cotton ball became heavy with water and the water needed to be released as rain.

Independent Practice

Invite the children to add food coloring to their water so that they can more clearly see the way that the water is transported from the cup to the cotton ball, and back to the cup when it rains. Allow them to explore this process on their own and let them try again with more cotton balls if they'd like.

Closure

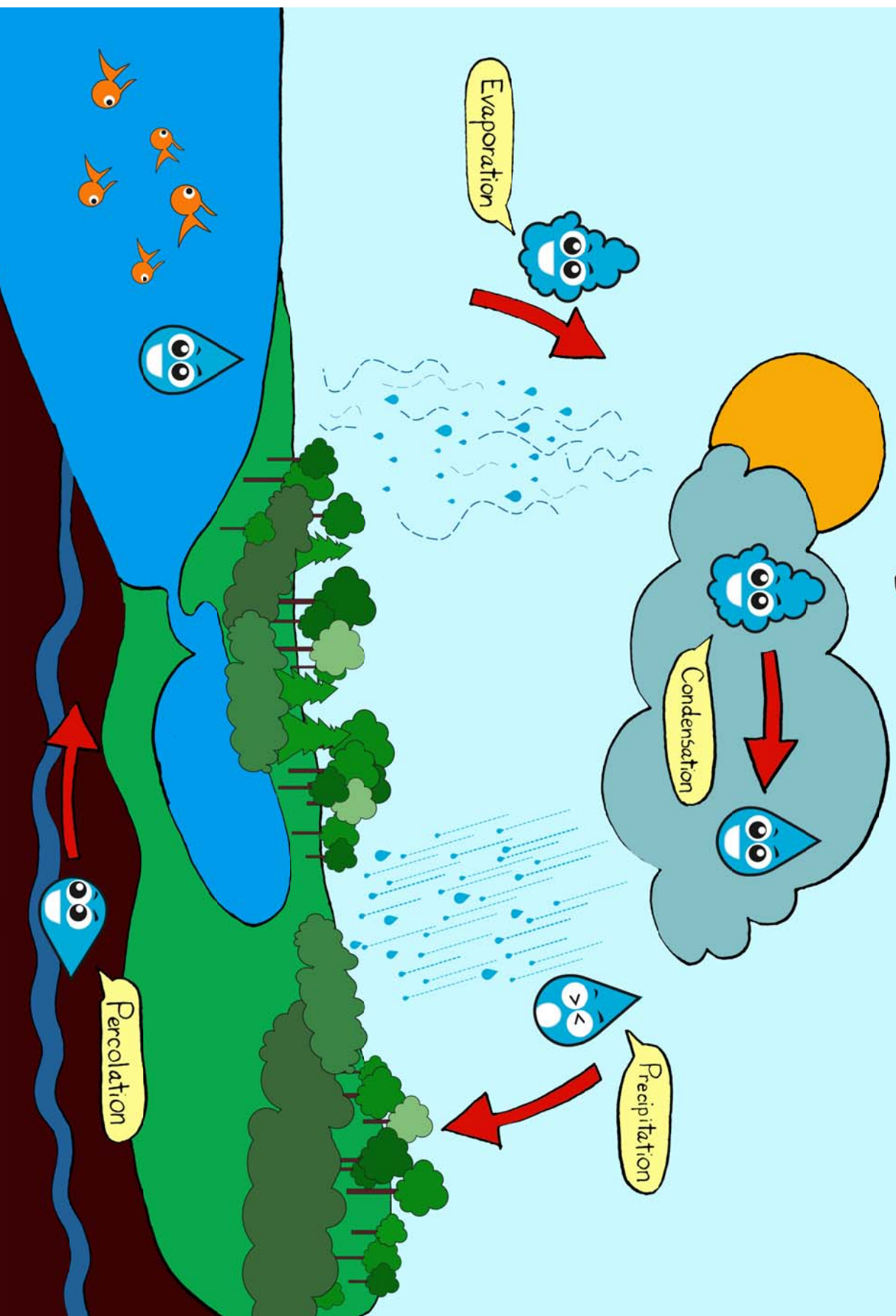
When they are done exploring the water cycle, instruct them to clean up their space and wipe away any spilled water. Invite them to join you back on the rug and have a discussion about what they just did. What happened to the water? Where did it go? How did we make rain? More books about rain and clouds can be placed in the science center for them to explore on their own during center time.

Evaluation

Walk around the room while the children are making their own water cycles. Make sure each of them knows what is happening during the discussion in the closure. Each child should have the opportunity to share with the class what he or she observed.

*Lesson plan compiled by Maggie Lindner, an Earth Team Volunteer and Early Childhood Education student at Missouri State University, Springfield, MO.
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The Water Cycle



Graphic Design of Water Cycle by Ryan Baker, Earth Team Volunteer and Missouri State University Visual Communications Student

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