



# The Water Cycle

**Suggested Grade Level:** Third Grade

## GLEs

Science—Strand 5

- Earth's systems interact with one another as they undergo change by common processes—E.a- Describe clouds and precipitation as forms of water

Communication Arts

- Compose well-developed text 2.D-compose text using words that are related to the topic, and some words that are specific and accurate.
- Compose well-developed text 2.E.a-In written text, space correctly between words in a sentence and in margins
- Compose well-developed text 2.E.f-use standard spelling and classroom resources to edit for correct spelling

## Measurable Objectives

Students will be able to:

- Explain that water travels in a cycle and what a cycle is.
- Label the parts of the water cycle: evaporation, condensation, and precipitation and what happens during each part.

## Anticipatory Set

Read *Skeeter's Awesome Adventure* by Debbie Hunter and discuss some of these key terms with the students.

## Key Vocabulary

Water cycle  
Evaporation  
Condensation  
Precipitation



## Discuss

What is a cycle? *Something that goes in a circle.* A bicycle has two circular tires. *Something that travels in a circle is a cycle.*

## Instructional Point

Students will need to have a common knowledge of water and the functions it has. They will have to be able to sit and discuss.

## Procedures

- Define the key vocabulary terms at the board and provide examples of when students may have witnessed evaporation or condensation.

Examples of evaporation include:

- ◇ Steam rising from a pot of water
- ◇ Puddles that have dried up
- ◇ Water sitting in a bowl that seems to disappear after a few days

Examples of condensation include:

- ◇ Water droplets forming on the outside of your water glass
- ◇ A foggy mirror in the bathroom
- ◇ Foggy windows in a car
- Demonstrate the cyclical movement of water either by drawing the water cycle at the board, or sharing a poster of the water cycle.
- Explain that in the experiment to follow, we will be creating a mini water cycle.

## Materials

- Markers
- Warm Water
- Plastic wrap
- Marble
- Plastic bowl with flat bottom
- Baby food jar
- Salt
- White Board (optional)



## Modeling

- The teacher will provide visual examples of the water cycle with labels.

## Check for Understanding

- Place a tablespoon of salt in the bottom of the plastic bowl. Fill with about 1 inch of warm water. Taste water with a finger to see if the salt can be tasted.
- Place the empty baby food jar in the center of the water. Cover plastic bowl with plastic wrap. Set the marble on the center of the plastic wrap above the baby food jar. Place in a sunny spot for a few hours, or one day.
- Later, check inside the baby food jar. There will be fresh water. Taste it to see if it tastes salty. The warm water from the bowl evaporated, created condensation when it hit the cool plastic wrap, traveled down the plastic wrap to the center due to the weight of the marble, and dripped into the baby food jar as precipitation.

## Guided Practice

Ask students to share their knowledge of the experiment by relating it to the parts of the water cycle. Tell where there was evaporation, condensation, and precipitation in the experiment.

## Independent Practice

Ask students to draw and label the parts of the water cycle.

## Closure

- Teach the *Water Cycle Song*: (to the tune of *She'll Be Coming 'Round the Mountain*)
- "Water travels in a cycle, yet it does. Water travels in a cycle, yes it does. It goes up as evaporation, the clouds make condensation, it rains down precipitation, yet it does."

## Evaluation



Check the students labeled drawings of the water cycle for understanding and correctness.

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