

It's Raining, It's Pouring, It's Flooding in Maricopa County!

Lesson 1: The water cycle

Kindergarten – 2nd Grade



Key Vocabulary

Evaporation – When the sun heats up the water and turns it into vapor, which rises into the air.

Precipitation – Rain, snow, sleet, or hail. Water falls back to the ground when the clouds get too heavy.

Condensation – Water vapor gets cold and returns to liquid, forming clouds.

Procedure

1. Take students outside to make observations about the weather. Lead the discussion by saying things like, “It feels cold today, I think I need a jacket.” “It’s really hot today and the sun is shining bright.” “There are a lot of grey clouds in the sky today, I wonder if it will rain. I’m glad I brought my umbrella with me.”
2. Ask students what they think the weather will be like later in the day based on your observations.
3. Return to the classroom. Create a Circle Map (or other graphic organizer of your choice) to brainstorm a list of weather related words.
4. Read one of the suggested stories about rain. After the story, see if students are able to add any additional words to the graphic organizer. (Magic School Bus Wet All Over)
5. Have students return to their desks and draw a picture (include descriptive words, sentences, or paragraphs depending on the age and ability level of your students) of a time they experiences a big rain storm.

Materials	Beads String Chart Paper Markers
Objective	The student will be able to create a model of the water cycle.
Assessment	Students will create a model of the water cycle.
Big Question	What powers the water cycle?
Time	This lesson will take 3 class periods to complete.



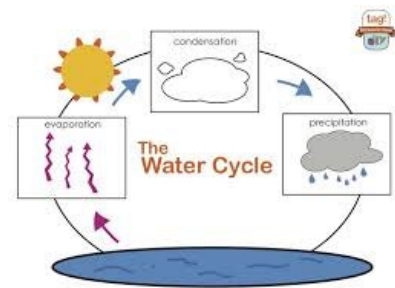
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6. Have students share their pictures/stories with a partner.
7. As a whole class, ask students where the rain comes from (they should say the sky or more specifically, the clouds).
8. Then ask students how the water gets into the clouds to determine their understanding of the water cycle.
9. Play the video to show students the water cycle (evaporation, precipitation, condensation). Add these words to the graphic organizer.

10. Use the white board or chart paper to draw the water cycle. Start with a picture of a puddle. Explain that there is a puddle on the ground. Then draw the sun. Tell students the sun heats up the water which makes it evaporate into the clouds. Draw an arrow that points to a cloud. Then draw raindrops and tell the students that when the clouds get too heavy, it rains, drawing an arrow from the clouds to the puddle. Then repeat, going over the arrows again so that students can see that it is a continuous process.



11. Explain to students that they will be making bracelets to help them remember the parts of the water cycle and that it is continuous and never ending. Also explain that the water that is on Earth today is the same water that was here at the time of the dinosaurs because the cycle is continuous.
12. Distribute the zip bags with the beads and string to each student.
 - a. If you checked out a kit from the Flood Control District of Maricopa County, the bags are prepared for you. If not, put 2 blue beads, 2 yellow beads, 2 white beads, and a piece of string long enough for a bracelet in zip top bags. 1 bag for each student.
13. Instruct students not to open the bags until you give the signal (This can be any signal that you use in your classroom for management purposes).
14. Model for students that the blue bead represents precipitation (rain, snow, sleet, hail), yellow represents evaporation (because the sun needs to warm the water to make it evaporate), and white represents the condensation or collection of water



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- droplets in the clouds. Put the beads on the string (yellow, white blue, yellow, white blue) and then tie the string together to make the bracelet.
15. Now instruct students to carefully open the bags (you don't want beads falling on the ground) and start their bracelets. You will need to walk around and assist students with this. Another option is to do this during small group/center time and have this be the small group you work with while other students are in independent centers focused on weather (see below for some ideas).
 16. Be sure students tie the bracelets after they have placed all of the beads.
 17. Have students partner share the steps of the water cycle after their bracelets are complete.

Independent Center Ideas

Imaginative Play – Set up a weather dress up station in your room with various items of clothing for different types of weather. Have pictures of different weather. Students choose a picture and dress up accordingly. Have them describe the weather to the rest of the group (or have them write, depending on age).

Writing – have students trace the weather words. You can use this in a variety of ways. Students can do rainbow words, write the words in sand, write the words in shaving cream, or older students can use the words in sentences.

Art – Students use water color to paint pictures of weather. Older students and students who need an extension can label the picture with the steps of the water cycle.

Math - Provide students with the graph of rain gage data. Students add how much rain was received in a week.

Reading – Students choose books to read related to weather (see additional resources for book titles).

Science – Students create a “W” is for weather picture





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Additional Resources

Books

Little Cloud by Eric Carle

Magic School Bus – Wet All Over

Oh Say Can you Say What's the Weather Today? -Dr. Seuss

All About Weather: A first Weather Book for Children – Huda Harajli

The Rain Came Down – David Shannon

Down Comes the Rain - Dr. Franklyn M. Branley

Videos

[The Water Cycle for Kids](#)

[Water Cycle](#)

[Dr. Binocs Water Cycle](#)

[Water Cycle Animation](#)

[Water Cycle Song](#)