The Water Cycle
1st – 3rd Grade
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Introduction:
This lesson introduces the students into what the various steps of the water cycle are. Also, it briefly introduces the different types of clouds that bring rain.

Behavioral Objectives:
The main objective of this lesson is for students to understand how the water cycle affects their community and agriculture. The students will be able to understand how the water cycle is a part of their life and how it influences the agricultural work that members of their family do. The objective will be met by reading a selection of Scholastic News dealing with the description of the water cycle. The purpose of this lesson is to giving the students a general idea of how crops grow in their area and how water affects their outcome. The lesson will be conducted using the students’ prior knowledge about farming, crops, and vegetable grown around the area.

The students will be able to:
1. Read the Scholastic News selection and be able to retell the story with 80% accuracy.
2. Summarize the important steps of the water cycle with 80% accuracy.
3. Create a small book describing the water cycle with 80% accuracy.

Anticipatory Set:
The students will sit in a discussion circle and they will be asked to think about someone from their family that works in agriculture. A head of lettuce will be shown to the students and they will be asked to think about how this lettuce grew. The students will be encouraged to think about stories that their family members have shared with the family about growing and picking vegetables in the area.

The students will be encouraged to brainstorm a list of vegetables that are grown in the area. Once the list is done, the students will be asked to think about something that all these vegetables need in order to grow.

Teacher Input:
Brainstorming and listing different vegetables and fruits:
After the students discuss the different types of vegetables and fruits grown in the area and their beliefs about how they grow, the teacher will ask them to go back to their designated seats. The teacher will say: “Please go back to your seats and focus your brain and eyes on me. Thank you for your prompt attention. When you listen and respond appropriately, you show me that you are ready to learn and work. You are such a great class, thank you. All right, we are going to make a list of all the vegetables and fruits we discussed in our discussion circle, remember? I want everybody to be silent and take a moment to think about what we discussed. When you are ready, please raise your hand if you remember or know of a vegetable or fruit that is grown in this area. Think about your family and their work. Can you come up with a specific vegetable that your family works with? For example, my father worked most of his life picking up lettuce between Yuma county fields and in California. Is this the case of any of you? I am going to write
them down on the board as you give me one. Please, wait for your turn to be called on. Do you have any questions? Please raise your hand if you do?”

**Brainstorming list:**
Teacher: “Great! Now we have a big list of vegetables and fruits our family works on. Can you see any similarities? We can actually see that some of us have something in common and familiar. Now that we have a general idea of what is grown in this area, what do you think is the most important thing needed for all of them to grow? Please take a moment to think about what is the most important thing needed and when you are ready raise your hand to share your ideas with the class. Do you have any questions?”

“Yes, you are right!!! Water is probably the most important thing needed for anything to grow. Other things needed are dirt, seeds, fertilizer, etc., but the most important is water. We are now going to read a short selection from our Scholastic News related to the Water Cycle. Do any of you have any questions on what we are going to do? Thumbs up if you understand, thumbs down if you don’t?” The teacher will then briefly explain what the water cycle is and will initiate a short discussion about how it affects the crops grown. The teacher will constantly ask the students if they have any questions or comments after each step of the water cycle is explained. The students will be then given the Scholastic News reading selection for them to read.

**Modeling Behavior:**
The teacher will read the selection together with the students. The teacher will stop at various points in the reading selection to explain the water cycle more in depth and relate the information back to the agriculture of the area. After the selection is read, the teacher will let the students know that they will create a small step book describing the various steps of the water cycle. The teacher will say: After we create this book, we can go home and share this book with our family. In this way, they will see that we now understand how water is a very important factor that affects their occupation and we will be able to understand what they do better. The teacher will write down the different definitions of each water cycle step on the board. The teacher will illustrate each step with pictures so that the students find the activity fun and exciting. Prior to the creation of the small step book, the teacher already has a step created to show the students an example of how their little step book should look like. As each page is created, the teacher will show the students how each page should look like by opening the sample step book to that page.

**Check for Comprehension:**
The teacher will ask the students to do the thumbs up for understanding, thumbs down for not understanding throughout the whole lesson. Also, the students are encouraged to raise their hands if they have a question throughout the lesson. At various points of the lesson, the teacher will ask students to explain in their own words what we are doing. Also, a model of the step book will be shown and displayed in the classroom so that the students have an example of what kind of work is expected.

**Guided Practice:**
The creation of the step book will be the activity done for this lesson in which the students will be able to interact with each other by sharing their drawing ideas and own descriptions of the water cycle steps.
**Independent Practice:**
The students will also be asked to take the books home and share it with their families. For homework, the students will write a short paragraph on the comments made by their family member on the importance the water cycle has in their occupations. The paragraph can also include the importance the water cycle has to each individual student.

**Closure:**
Once the students are finished with their step books, they will be encouraged to share and present their books with the class. The teacher will comment on the outcome of the step books and again mention the importance of each step of the water cycle to agriculture. Also, the teacher will tell her students that the water cycle is not only important to agriculture, but to the whole world because without it, no one would have water to survive.

**Assessment:**
The students will take a short multiple-choice test at the end of the week on the meanings of each water cycle step. They will be encouraged to take their small step book home to study. The step book will work as their study guide, and may be used in the short test.

**Materials:**
Various vegetables such as a lettuce, cauliflower, broccoli, orange, lemon, grapefruit, etc
Scholastic News selection on The Water Cycle
Blank white writing paper
Pencil, markers, crayons

**Cultural object:** vegetables and fruits grown in the area

**Modifications for Students with Disabilities:**
Students will listen to a song that talks about how water made their lunch. The song is short and brief with lots of repetition and rhyme. The song has very easy to learn vocabulary for CLDE students to learn. The song incorporates hand movements that tie together with the meanings of some words in the song. The teacher will constantly practice the song with the students and relate the content of the song to the importance of the water cycle steps. Regardless of the student disability, the teacher will make sure they become involved in the lesson by providing several opportunities for them to learn through music, interaction with the class and teacher, touching the vegetables, illustrating the different steps of the water cycle, presenting each step through illustrations, an even bringing plants and water to class. The teacher will constantly check for understanding among students by asking open-end questions as well as yes/no, raise your hand, nodding, thumbs up or down, etc.