

WATER GOES UP AND DOWN

OBJECTIVES

At the end of this lesson, the students will be able to do the following:

1. Demonstrate, through role-playing, the steps of the water cycle.
2. Give an oral or written definition of evaporation, vapor, and the water cycle.

SUBJECTS: Science, English, and Fine Arts

TIME: 30-40 minutes

MATERIALS:

*Chart paper

BACKGROUND INFORMATION

When it rains, the rainwater runs down drains or into rivers, streams, lakes, or oceans. Some of the rainwater makes puddles on sidewalks or on the ground. Some of the water soaks into the ground to become ground water. After the rain stops, the sun warms the water, turning some of it into tiny, invisible drops of water called vapor. The vapor rises into the sky, condenses back and joins other water droplets to form clouds. When the water droplets are heavy enough they fall to the Earth as rain, snow, ice, or hail. Then the process repeats itself. We call this continuous movement of water "the water cycle."

Terms

Evaporation: Process in which the heat energy of the sun causes the water on the Earth's surface to change into a vapor.

Vapor: A substance in the form of a gas having no fixed shape.

Water cycle: Continuous movement of water from the oceans and fresh water sources to the air and land and then back to the oceans.

PROCEDURE

I. Setting the stage

A. Share background information about the water cycle. (**Science TEKS 2.10A**).

B. (📖 P.6) Sing the song: (**English TEKS K.1C, 1.1C, 2.1C**) (**Fine Arts TEKS K.2A, K.3B, 1.2A, 1.5B, 2.2A, 2.5C**).

WATER GOES UP AND DOWN (Tune: The Farmer in the Dell)

Original song by Beth Corum

Water goes up and down
Water goes up and down
High Low is how it goes
Water goes up and down.

First it falls down
First it falls down
High Low is how it goes
First it falls down.

Then it makes a stream
When it makes a stream
High Low is how it goes
Then it makes a stream.

The stream joins a river
The stream joins a river
High Low is how it goes
The stream joins a river.

The river joins the ocean
The river joins the ocean
High Low is how it goes
The river joins the ocean.

The sun warms the water
The sun warms the water
High Low is how it goes
The sun warms the water.

The water turns to vapor
The water turns to vapor
High Low is how it goes
The water turns to vapor

The vapor forms a cloud
The vapor forms a cloud
High Low is how it goes
The vapor forms a cloud.

The rain falls again
The rain falls again
High Low is how it goes
The rain falls again.

Water goes up and down
Water goes up and down
High Low is how it goes
Water goes up and down.

II. Activity

- A. Divide the children into groups and place them in the role playing positions: **(Fine Arts TEKS K.1D, K.2B, 1.1C,D, 1.2D, 1.3A, 2.1C, 2.2B, 2.3A)**.
1. Have a few children stand on a low table. They will be "the raindrops."
 2. Have a few children stand side by side holding hands. They will be "the river."
 3. Have several children stand together in a group. They will be "the ocean." Of this group, choose a few children who will become vapor at the appropriate time.
 4. Choose one child to be "the sun."
- B. Read the narration slowly, allowing time and providing direction for role-playing.

Narration (to be read by the teacher)

"One day a gray cloud formed in the sky. Thunder could be heard."
(All children make thunder sound)

"Raindrops started to fall." (One by one the children on the table "fall" to the floor.)

"The raindrops joined together to form a stream." (These children hold hands and start walking slowly, winding around the room.)

"The stream flowed into a river." ("Stream children" join hands with "river children.")

"The river flowed into the ocean." ("River" joins "ocean.")

"Some of the water got so warm it turned into vapor and rose into the air." (Designated "vapor children" carefully climb onto the table.)


"The vapor got cold and joined together to form a cloud." (Children on the table move close together.)

"Raindrops started to fall." (One by one the children on the table "fall" to the floor.)

III. Follow-Up

A. Ask the students to tell you the steps of the water cycle. **(English TEKS K.9C, 1.12C, 2.9C) (Science TEKS 2.10A).**

1. List their responses on chart paper.

B. Assemble and utilize "Water Cycle-Raindrop Wheel" located in the storybook ( P.43 & 45) (The wheel will work better if assembled with a metal brad)

C. As the class sings "Water Goes Up and Down" let one student point to the corresponding step on the chart paper.
(TAAS Reading-Sequential Order-Objective 2).

IV. Extensions

A. Paint with water on a sidewalk on a sunny day. Discuss evaporation.

B. Sing the song: **(English TEKS K.1C, 1.1C, 2.1C) (Fine Arts TEKS K.2A, K.3B, 1.2A, 1.5B, 2.2A, 2.5C).**

WATER CYCLE SONG (To the tune of "Clementine")

Evaporation, condensation, precipitation on my mind. This is the water cycle and it happens all the time.

MOTIONS:

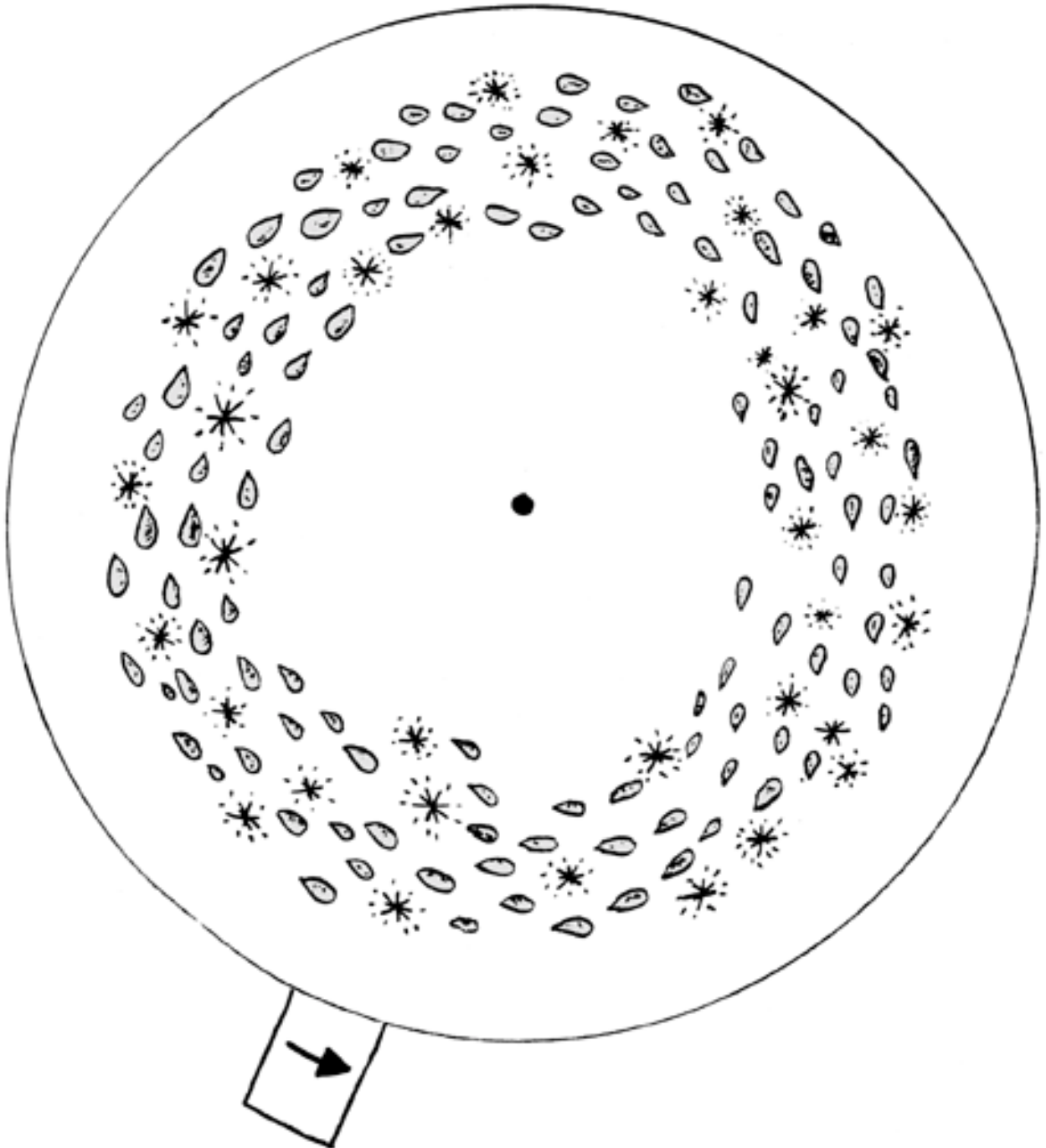
Students form a circle, squatting. When they sing evaporation they should rise, slowly. For condensation they hold hands together, and for precipitation they squat down to original position.

RESOURCES

"The Water Sourcebook: A Series of Classroom Activities for Grades K-2 Produced for Georgia Water Wise Council," Education Research and In-Service Center, University of North Alabama.

ACTIVITY SHEET
(Storybook P.43 & 45)

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