

WHAT IS A WATER CYCLE?

OBJECTIVES

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

1. Understand the steps of the water cycle.
2. Give an oral or written definition of evaporation, vapor, and the water cycle.

SUBJECTS: Science

TIME: 5 day period

MATERIALS:

- *Zip Lock bags (quart size)
- *Clear plastic cups-3.5 oz
- *Masking tape
- *Black marker

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 K.2B,D,E, K.4B, K.7A, 1.2B,D,E, 1.10A,C, 1.7A,B, 2.10A, 2.2B,E,F, 2.7A,B**).

II. Activity

- A. Students will create a water cycle model in a closed bag and observe how water evaporates from the cup, condenses on the sides of the bag, and accumulates in the bottom of the bag.
- B. Pass out a bag and cup to each student. Place approximately 2 ounces of water in the cup and mark the water line with a piece of tape or black marker. Tape the cup to the inside of the bag to prevent spilling.
( P. 7) See page 7 of the storybook for graphic of this procedure.
- C. Close the bag and then tape it in a warm place, tilted on an angle so that the sides will slant down from the top allowing the droplets to slide down and collect in the bottom of the bag.
- D. Pass out student observation sheet and have students record what happens over a five day period.

III. Follow-Up

- A. Ask students what they think will happen to the water in the cup.
 - 1. List their responses on chart paper.

RESOURCES

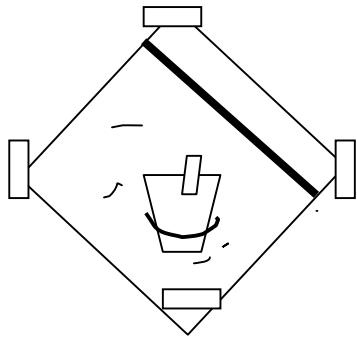
"The Water Sourcebook: A Series of Classroom Activities for Grades K-2 Produced for Georgia Water Wise Council," Education Research and Inservice Center, University of North Alabama.

ACTIVITY SHEET

(Storybook P.7)

WHAT IS A WATER CYCLE?

This is what your experiment should look like.



Draw what it looks like after 1 day.

Draw what it looks like after 3 days.

Draw what it looks like after 5 days.