



WATER GOES UP AND DOWN

Overview

When it rains, the rainwater runs off into storm drains or flows directly 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 groundwater. 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 into liquid, 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.”

At the conclusion of this section, your students should be able to demonstrate through role playing, the steps of the water cycle and give an oral or written definition of the water cycle, evaporation, condensation, precipitation, and runoff.

Completion Time

30-40 minutes (to complete all activities)

Materials

1. Chart paper
2. Low table or step stool
3. Water Cycle Wheel templates (enough for each student)
4. Metal brads (enough for each student)
5. Crayons

Setting the Stage:

1. Share background information about the water cycle.
2. Review the water cycle graphic on pages 4-5 of the student book.
3. Sing the song:

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.





WATER GOES UP AND DOWN

ACTIVITY

A. Divide the children into groups and place them in the role playing positions:

1. Have a few children stand on a low table or step stool. 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.”
5. 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. This was called condensation**” (All children make thunder sound).

“**Raindrops started to fall. This was called precipitation**” (One by one the children on the table or step stool “fall” to the floor).

“**The raindrops joined together on the earth 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. We call all of this runoff**” (“River” joins “ocean”).

“**Some of the water got so warm it turned into vapor and rose into the air. This is known as evaporation**” (Designated “vapor children” carefully climb onto the table or step stool).

“**The vapor got cold and joined together to form a cloud. Do you remember what this was called?**” (Children on the table or step stool move close together).

“**Raindrops started to fall. Do you remember what that was called?**” (One by one the children on the table or step stool “fall” to the floor).

“**Soon, the water cycle began all over again; over and over again.**”

Follow-Up

1. Ask the students to tell you the steps of the water cycle.
2. List their responses on chart paper.
3. Print copies of the water cycle wheel templates onto cardstock. Ensure to print both copies.
4. Ask the students to cut out the water cycle wheels. Allow them to color their wheels. Assemble and utilize water cycle wheel (The wheel will work better if assembled with a metal brad).
5. As the class sings the song “*Water Goes Up and Down*” let one student point to the corresponding step on the chart paper.

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.

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