

Water Cycle

Lesson Overview

During this lesson, students will review the water cycle and learn new vocabulary related to the water cycle. They will process their learning with illustrations and discussion.

Standards Addressed

- SC 2005 6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, condensation, surface-water flow, and groundwater flow.)
- SC 2014 6.E.2A.3 Construct explanations of the processes involved in the cycling of water through Earth's systems (including transpiration, evaporation, condensation and crystallization, precipitation, and downhill flow of water on land.)
- NGSS MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

Disciplinary Literacy Best Practices

Popcorn Ponderings

Lesson Plan

Time Required – One 45-minute Class Period

Disciplinary Vocabulary: Evaporation, Condensation, Precipitation, Transpiration, Runoff

Materials Needed:

- Water Cycle Illustration
(http://www.education.noaa.gov/Freshwater/Water_Cycle.html)
- Student Interactive Science Notebooks

Assessment: Notebook Illustration

Engage

- The teacher will review previously learned water cycle terms and introduce new vocabulary terms. Focus Question: Where does the water go?

Explore

- The students will create illustrations of the water cycle in their notebooks and label the cycle using correct vocabulary.
- Student groups of three will use the popcorn ponderings strategy to dialogue about the water cycle and share their thoughts about the question “Where does the water go?”

Explain

- Each student group will share their most significant learning from their discussion of the water cycle and the focus question “where does the water go?”
- Teacher will address misconceptions and reteach as necessary.

Teacher Reflections and Biographical Information

To get sixth graders into productive dialogue is not always easy. This strategy provided a different approach for engaging students in productive discussions. I will definitely use this strategy again as it is easy to implement and requires little to no materials.

Lesson Author:

Brooke Miller, 6th grade Math and Science Teacher, Bell Street Middle School, Laurens School District 56, Clinton SC.

