

Project FOCUS
Best Lessons
SECOND GRADE

Title of Lesson: Water Cycle Drama

Theme: Physical Science

Unit Number: 1 Unit Title: Properties of Matter

Performance Standard(s) Covered (enter code):

S2P1

S2CS4

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Essential question: What are the properties of matter?

Enduring understandings: The properties of matter are observable and usually exists in one of three forms: solid, liquid, or gas.

Key terms: water, cycle, evaporation, condensation, precipitation, infiltration, and run-off

Learning Activity (description in steps)

Abstract (limit 100 characters): The importance of this activity is to learn about the water cycle and how water is conserved.

Details: This activity is a great way to introduce the concept of the water cycle and how the amount of water present has remained the same since the beginning of time.

I began the class discussion with asking the kids where water came from and many of them said from the sky and other various places. I then explained that after the initial creation of water, no more water was created or destroyed and that all water participates in a nonstop process called the water cycle. The kids found this aspect of water interesting and I asked them to come up with ideas for what could be possible parts of the water cycle. After hearing their answers, I then explained each of the five parts of the water cycle. (Hint: it is helpful to use the ocean as an example in this explanation).

After explaining the various parts of the water cycle, the students were then split into two teams and each were given a specific piece of paper with one of the parts of the water cycle on it. One team went first where they were supposed to individually act out which part of the water cycle was on their piece of paper. The other team took corresponding individual turns in guessing what part of the water cycle they were acting out. Points were given to

that team if they guessed correctly. The guessing team then took their turn in acting out their part of the water cycle while the other team had a chance to guess. In the end, the points were added up and one team was deemed the winner of the water cycle drama game.

Materials Needed (type and quantity): Pieces of paper for everyone with the various parts of the water cycle (evaporation, condensation, precipitation, infiltration and run-off) on them along with a general illustration and prizes for the winners.

Notes and Tips (general changes, alternative methods, cautions): The game, overall, went smoothly. I feel as though it was important to tell the students before starting the game that they should not tell anyone what their piece of paper says and to not show their paper when acting out their part of the water cycle. I often had to reiterate this during the game, as the students got more excited as more and more points were awarded to the teams. The one thing I would change to this activity from when I did this with my students was that I would make sure they could act out which part of the water cycle they had. In the beginning many students stood in front of their classmates and did random movements so if the other team did guess correctly, it was out of random chance they got it right. For example, I told them that for evaporation they could do some sort of movement that started from the ground and went upward and vice versa could work for precipitation. Basically, I told them to use the ground to represent the Earth and other movement for a specific direction that they (acting as water) could use to illustrate their part.

I cannot think of any safety concerns except to not let the kids get out of control in their acting out of their parts.

Sources/References:

1) https://extension.usu.edu/files/publications/publication/NR_WQ_2005-10.pdf