

Water Cycle Drama

DRAFT

GRADE LEVEL:
K- 5

SUBJECT AREAS:
Science

DURATION:
15-20 minutes

SETTING:
Classroom
Outdoors

**LINK TO THE UTAH
CORE CURRICULUM:**
Science –

1st Grade
Standard 2 (draft)
Standard 3

2nd Grade
Standard 3 (draft)

4th Grade
Standard 1



PURPOSE: To teach students about the water cycle through drama.

SUMMARY: Students will learn the different parts of the water cycle by acting them out. They will play a game similar to charades.

BACKGROUND: Water doesn't disappear with our use of it in irrigation, manufacturing or consumption. The water we have now is the water we had at the beginning of time. Water forms, dissipates and forms again in a cycle called the hydrologic or water cycle.

The water cycle is a gigantic circulation system operating over the earth's lands and oceans in the atmosphere surrounding the earth. Being a cycle, there is no beginning or ending but for illustration, let's begin with the waters of the ocean, which cover about three-fourths of the earth.

Water from the surface of the ocean **EVAPORATES** into the atmosphere. That moisture in turn is lifted, cools, eventually **CONDENSES**, and falls back to the earth's surface as **PRECIPITATION**.

Precipitation that falls as rain, hail, dew, snow to sleet is important to all living things. After wetting the foliage and the ground, some of the precipitation **RUNS OFF** into streams and other waterways. This is the water that often causes erosion and is the main contributor to floods. Not all of the precipitation runs off. Some of it doesn't soak into the ground and it is available for evaporation. Some of it slowly **PERCOLATES** or **INFILTRATES** (soaks in) through the ground to springs and seeps to maintain and replenish them during dry periods. Streams eventually lead back to the oceans, where the water is again evaporated into the atmosphere.

MATERIALS: "Note cards" at the end of this activity. Copy and cut out cards so that there are enough cards for each student in the class to have one.

PROCEDURE:

1. Explain to the students that they are going to "act out" or pantomime the water cycle.
2. Have the students blindly pick a note card.
3. Have the students begin to act out the word on their card. Without talking to anyone, they are to group themselves with

students they think have the same card (they will know this by watching the actions of the rest of the group). When everyone has found a group, have the students sit down.

4. One at a time, have the groups stand and show the rest of the class their action. Have the other students guess what the word was.

5. Have the students choose a leader. The leaders from each group will then dramatize the entire water cycle. Suggestions: 1) the water cycle is not linear, so the students should not be standing in a line, 2) the water cycle is not two dimensional, encourage up and down variations, and 3) there is no proper beginning or ending – it is a cycle.

EXTENSIONS: Have each group draw their water cycle element on a large sheet of butcher paper. Fill in the cycle with homes, schools, mountains, highways, industries, construction sites, etc., and discuss how each area affects the water cycle.

WRAP-UP: Discuss the water cycle with the students. Ask them how they choose the action for each part of the water cycle. Were some actions easier to figure out than others? Did all the people in the individual groups have the same action? Remind the students of this activity at a later time. Can they still remember the water cycle?

WATER CYCLE DRAMA - TEACHER RESOURCE PAGE



