

	<p>c. Student Activity: <u>My water cycle story</u> [creative writing/integrating learning technologies/collaborative teams]</p> <p>c.1. Students (in groups of three, same gender, mixed ability/language skills) use handout to create water story.</p> <p>c.2. Read example to class</p> <p>c.3. Assign roles (laptop driver—ensure everyone gets a turn; puts laptop away); Writer (gathers group ideas; ensures everyone writes and fills out handout); Leader (keeps everyone on task; begins presentation).</p> <p>c.4. <u>After</u> groups complete story map. Groups make a concept map of their story to present to class (see handout).</p> <p>d. Student Presentations [Collaborative teams/integrating learning technologies.</p> <p>d.1. Every member of the team must present part of the story using laptop and projector.</p> <p>d.2. Every member of the team must take turns answering questions from class.</p> <p>e. Water conservation [Individual investigation/connecting science to home environment]</p> <p>e.1. [Brainstorm/Whole class discussion] Why is it important to conserve water? What % of the world’s water can we use? Write answers on butcher paper & keep for the next day.</p> <p>e.2. Share water facts sheet to class (see attachments).</p> <p>e.3. Investigation at home: Create a table to include three columns (name of each family member, activity, suggestions for water conservation). Observe each family member and makes notes on how each uses water. Write suggestions for how each member can conserve water. Discuss your suggestions with each member of your family. Come prepared to share findings with class members.</p>	<p>Water cycle handouts. Laptops, Projector, speakers.</p> <p>Water facts handouts (attached)</p>	
	<p>III. Closure</p> <p>1. [Exit slip] Write three things you learned about the water cycle today worth sharing with a friend.</p> <p>2. Make table and complete home investigation on water conservation.</p>		

NAME:

DATE:

GUIDE FOR CREATING THE WATER CYCLE STORIES USING INSPIRATION

Directions:

1. As a group, choose a scenario from below to develop into a water cycle story.
2. Using the story map diagram, work as a group to draw out and explain the parts of your story. Start with the first scene in the scenario.
3. Each story must use the phases of the water cycle in the story and you must underline each scientific term when used. Make sure to use these key terms: **water cycle, evaporation, condensation, and precipitation**
4. At the end of your story, your water drop must be back in its original state.
5. After mapping out your story on paper, create an Inspiration map that illustrates your story.
6. Write a story that narrates your Inspiration map. **Your water cycle story must include enough complete sentences that you have included a setting, descriptive words, scientific terms, and**



DEFINE THE FOLLOWING:

1. Water Cycle
(El ciclo del agua)
2. Evaporation
(Evaporacion)
3. Condensation
(Condensacion)

4. Precipitation
(Precipitacion)

5. Collection
(Coleccion)

AS A GROUP, CHOOSE ONE OF THE FOLLOWING SCENARIOS:

SCENARIO A:

You are a drop of water (liquid form) floating along with your buddies and you can hear in the distance loud crashing sounds. From previous experience you know you are approaching a waterfall ...

SCENARIO B:

You are a drop of water (in solid form-snow) sitting on a mountain-top in the middle of the spring. You are surrounded by your brothers and sister and all of your are snow. The sun is bright and it is starting to get very hot when all of a sudden....

SCENARIO C:

You are a drop of water (in gas form) floating in the air after someone took a hot shower. It is starting to get less and less hot here when all of a sudden. . .

SCENARIO D:

Make up your own scenario here. . .

OUR EXAMPLE:

.....

USE THE STORY MAP BELOW TO MAP OUT YOUR WATER CYCLE STORY.
.....

TITLE:

SCENE 1	SCENE 2
SCENE 3	SCENE 4

NOW YOU ARE READY TO CREATE YOUR INSPIRATION MAP AND WRITE YOUR STORY IN STORY FORM. REMEMBER TO USE THE SCIENTIFIC TERMS AND WRITE IN COMPLETE SENTENCES.

AN EXAMPLE:

I'm a drop of water (in liquid form), and I was just hanging out with my brothers and sisters in a little pool of us—you know, a pool of water (collection)—when all of a sudden, Mr. Big Foot comes by!!!

This guy doesn't look where he is going, so he steps on the pool and sends my brothers and sisters splashing all around. Lucky for me, I held on to that tiny, little space between the sole of the shoe and the heel. I hid there quietly while Mr. Big Foot kept on walking as if nothing happened.

He walked and he walked and I was getting hotter and hotter. I was so hot that I evaporated (gas form) right off his shoe. I started to float up and up the air and Mr. Big Foot got smaller and smaller as I floated higher and higher into the blue sky. On my way up, I started to see all my brothers and sisters floating up around me. I was so happy to see them. We smiled and waved at each other.

As we floated higher, more and more friends in gas form showed up. It also began getting colder and colder. We started to come together, as the air got more and more crowded, and we were shivering from the cold. When all of the sudden, we all began to condense (condensation) back into water droplets. We were all huddled together and formed a big gray cloud. We started to get very heavy and we could not just hang on to each other anymore. . .All of a sudden, poof!! there it went down Joe and Patricia, followed by my uncle Bob and my cousin Tina, we all started to fall down (precipitation) and as we fell on the surface of things we
WHAT HAPPENED NEXT? How do the water droplets go back to where they started?? USE SCIENCE LANGUAGE?