**Activity 1: Water Cycle Mobile**
Students can either draw a large circle on a piece of construction paper and cut it out or use a paper plate (made from recycled paper) to construct a water cycle mobile using the following concepts: evaporation, transpiration, condensation, precipitation, and water collection.

**Purpose:** To solidify the stages of the water cycle by creating colorful mobiles that will be showcased in the classroom for parents to see.

**Materials:** Recycled paper plates or construction paper, markers, crayons, colored pencils, pencil, scissors, hole-puncher, yarn, and tape.

**Common Core Standards:**

**English Language Arts Standards:**

**Reading: Informational Text:**

**Integration of Knowledge and Ideas:**
CCSS.ELA-Literacy.RI.3.7 (third) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS.ELA-Literacy.RI.3.8 (third) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**Craft and Structure:**
CCSS.ELA-Literacy.RI.4.5 (fourth) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**Writing:**

**Text Types and Purposes:**
CCSS.ELA-Literacy.W.3.2a (third) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.4.2a (fourth) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.5.2a (fifth) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Next Generation Science Standards (NGSS):

NGSS Science and Engineering Practices:

*Developing and using models:*
*Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.*

**Procedure:**

- Students will use the symbols from Lesson 1 to sketch each stage of the water cycle (see circle template below).
- Students can either write or type their understanding of each scientific concept in a table format and tape on the back of their mobile (see table template below).
- Students can hang up their mobiles by punching a hole at the top and threading yarn and/or string through the hole.

**Note:** These colorful mobiles can be showcased in the classroom during *Open House, Back to School Night, Parent Conference Week,* etc. Parents love to see what their children are learning and students love to share what they have learned with their parents.
Water cycle mobile

Stage 1

1a. Evaporation  
1b. Transpiration  
1c. Sublimation

Stage 2:
Condensation

Stage 3:
Precipitation

Stage 4:
Collection
## Water cycle concepts

<table>
<thead>
<tr>
<th>Concept</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Evaporation</td>
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<tr>
<td>Transpiration</td>
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<td>Sublimation</td>
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<td>Condensation</td>
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<td>Precipitation</td>
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<tr>
<td>Collection</td>
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</tbody>
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Rating Activity 1

Teachers:
Teachers rating Activity 1 for effectiveness in helping students learn ____

1 not helpful!  2 a little bit helpful  3 helpful  4 very helpful  5 Wow!

Teachers rating Activity 1 for level of enjoyment ____

1 not fun!  2 a little bit fun  3 fun  4 very fun  5 Wow!

Students:
Students rating Activity 1 for helping you learn ____

1 not helpful!  2 a little bit helpful  3 helpful  4 very helpful  5 Wow!

Students rating Activity 1 for level of enjoyment ____

1 not fun!  2 a little bit fun  3 fun  4 very fun  5 Wow!