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:

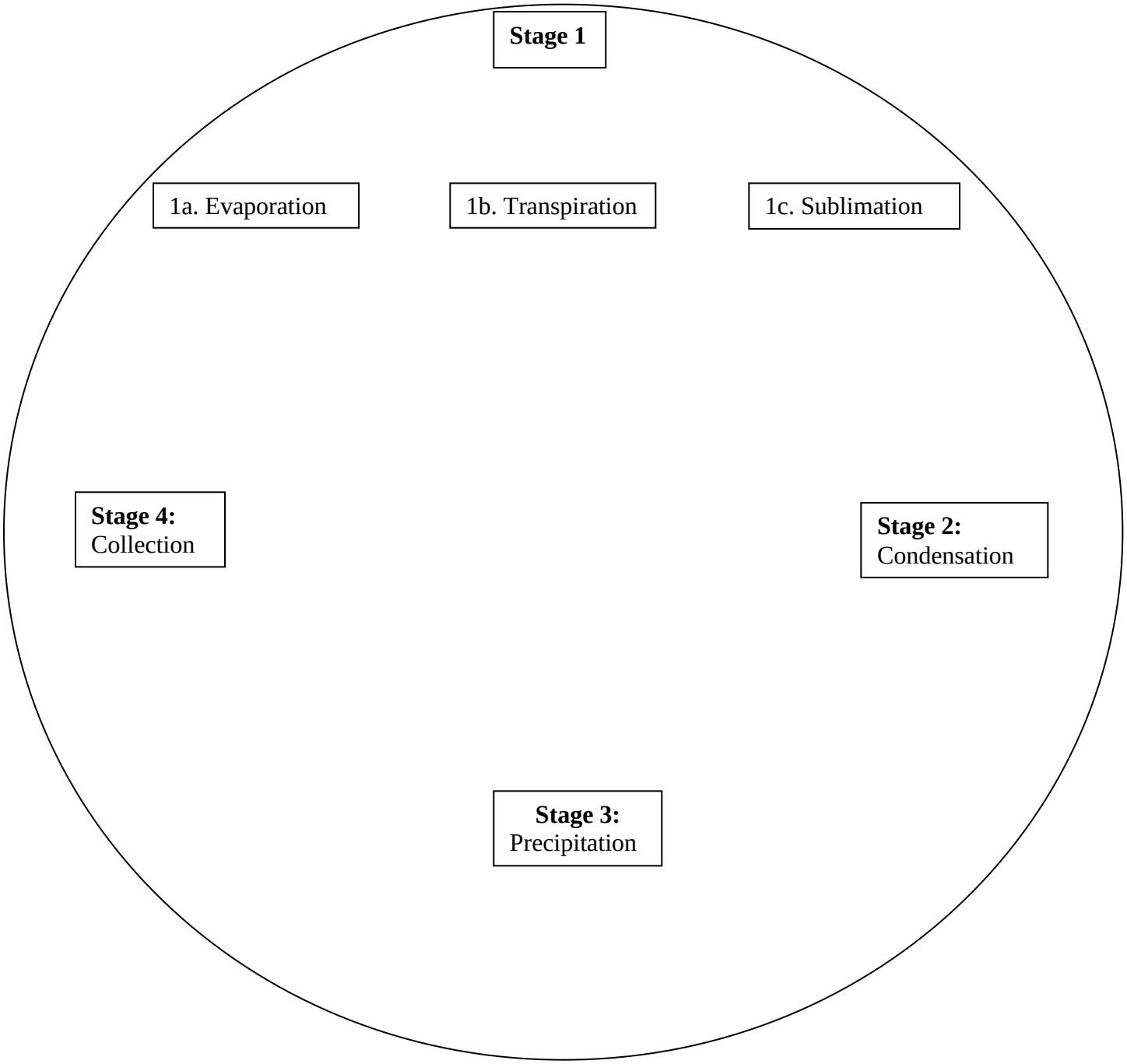
Developing and using models:
Develop and/or use models to describe and/or predict phenomena. Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.

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



Water cycle concepts

Concept	**Meaning**
Evaporation	
Transpiration	
Sublimation	
Condensation	
Precipitation	
Collection	

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!