

Lessons 10 & 11

Stage 1 – Desired Results	
<p>Established Goals: 8-4-06 Describe the component of the global water cycle and explain how it works. GLO D3, D5, E2</p>	
<p>Understandings: Students will understand that... Water is not new, just goes through a variety of phases.</p>	<p>Essential Question: How does the global water cycle function?</p>
<p>Students will know... The various states of water and how the cycle functions.</p>	<p>Students will be able to... Demonstrate the various states of water through storytelling.</p>
Stage 2- Assessment Evidence	
<p>Performance Tasks: Students will be assessed on the children’s book they will write and illustrate (see BLM #2) with the option of self-assessment.</p>	<p>Other Evidence: The adaptation and application of water-cycle knowledge into a different form of sharing information.</p>
Materials Required	
Word cycle (BLM #1) Assessment (BLM #2)	
Stage 3 – Learning Plan	
<p>By grade 8, students should have an understanding of the water cycle. As a method of determining that, hand out a work cycle (BLM #1) and ask the students to fill it in. In class, go through the students’ answers and ask for justification if there is a difference from one student to another. If it appears that they have the main ideas, as the students to write a children’s book on a water droplet. They should be as creative as possible, and it can span any time in history. It must have the water go through the various stages in the water cycle and the story could take place in any era or location.</p> <p>The students can illustrate any way they want (using clip art, hand drawings, in a graphic-novel or comic book manner, etc.) or at the teacher’s discretion.</p> <p>The 3 best stories (or if opportunity presents itself, all of them) will be taken to the local elementary school (to be arranged by the teacher) to be shared with a grade 2 class who is learning about the water cycle. The class will start their story during lesson 10, work on it at home and will have additional class time during lesson 11 to complete it. It will be handed in at the beginning of lesson 12.</p>	
Extension Learning Activities	
<p>Instead of illustrating a booklet, teachers could choose to use a computer program to create comic books for students to use.</p> <p>See a reader’s theatre script at http://www.enchantedlearning.com/rt/weather/watercycle.shtml</p>	
Homework Learning Activities	
Continue to work on 50% reduction in water consumption, completion of story.	
Integration Curricular Connections	
<p>English Language Arts</p> <p><u>1.2 Clarify and Extend</u></p> <p>1.2.3 <i>Combine Ideas</i> Structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding.</p> <p><u>2.1 Use Strategies and Cues</u></p> <p>2.1.1 <i>Prior Knowledge</i> Make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts.</p> <p><u>2.3 Understand Forms and Techniques</u></p> <p>2.3.1 <i>Forms and Genre</i> Demonstrate appreciation for the appropriate use of various forms and genres according to</p>	

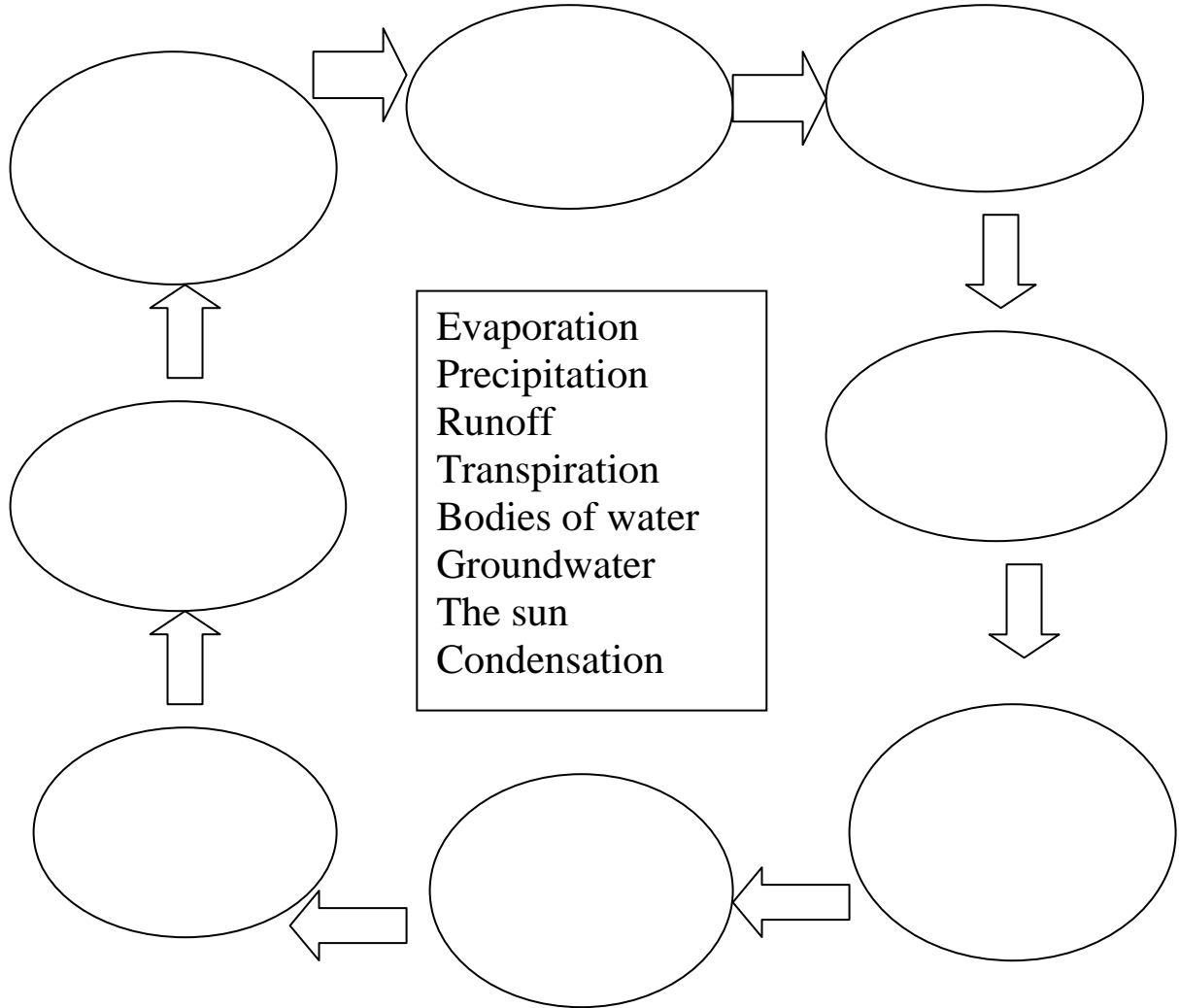
purpose, audience, and content.

2.3.5 *Create Original Texts*

Create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques.

Word Cycle (10.1)

Name: _____

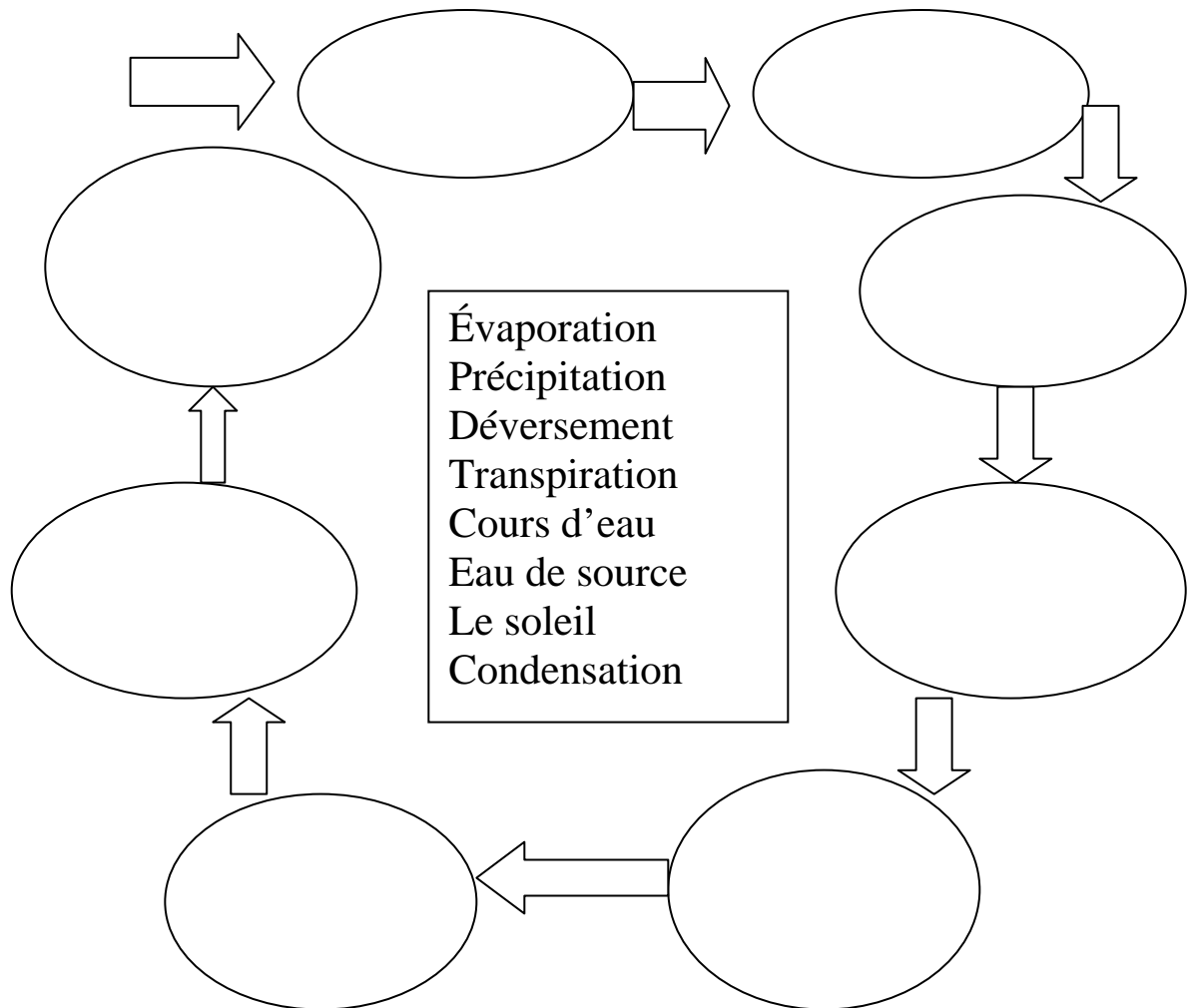


Directions

Read the list of words in the middle of the circle above. Select one word and place it in any circle. In the next circle, place another word that is related to the first. They could be synonyms, antonyms, steps in a process, examples of something, and so on. Be prepared to finish the statement, **“Word A is related to word B because...”** Write a note in between the circles of words to remind yourself of the relationship. Continue this process until you have placed all the words. Plan ahead; the last few words will be tricky to place.

Cycle des mots (10.1)

Nom: _____



Directions

Lisez la liste des mots au milieu des cercles ci-dessus. Choisissez un mot et placez-le dans n'importe quel cercle. Dans le prochain cercle, placez un autre mot qui se rattache au premier. Ça pourrait être un synonyme, un antonyme, les étapes d'un procédé, des exemples de quelque chose, etc. Soyez prêts à compléter la phrase : **“Le mot A se rattache au mot B parce que ...”** Écrivez-vous une note entre les cercles de mots pour vous rappeler la relation. Continuez ce processus jusqu'à ce que vous ayez placé tous les mots. Planifiez d'avance; les derniers mots seront difficiles à placer.

Water Droplet Story Rating Scale (10.2)

Student name: _____

Write any needed comments in boxes below

Total / 30	5	4	3	2	1
Creativity					
Illustrations					
Storyline					
Include all aspects of the water cycle					
Neatness					
Grammar/spelling					
total					

Grille d'évaluation pour l'histoire de la goutte d'eau (10.2)

Nom de l'élève : _____

Écrivez tout commentaire nécessaire dans les boîtes ci-dessous

Total / 30	5	4	3	2	1
Créativité					
Illustrations					
Trame de l'histoire					
Incluez tous les aspects du cycle de l'eau					
Propreté					
Grammaire/épellation					
total					

