

TEACHING NOTES

Book title: *The Water Cycle: Evaporation, Condensation, Erosion*

Series: *Earth's Processes*

Hold on! You're on a planet that is changing and moving all the time! From the ground beneath you to the air you breathe to the water you drink, everything on the Earth is in motion. The books in the Earth's Processes series will show you the natural processes and cycles that make Earth the way it is today.



Text Structure: Sequence



Read the section “What is the Water Cycle?” on pages 9 and 10. Discuss with students how this section explains the steps in the water cycle. Because the water cycle is a pattern, and patterns generally follow a predictable sequence of events, readers can expect to learn about the steps involved such as “water evaporates from the warmth of the sun, it cools and forms condensation, and precipitation is produced.” Encourage students to pay attention to these steps as they read. Use the reproducible flow chart to help students understand the various steps in the water cycle.



Text Feature: Maps

Point out the map on page 8. Ask students to discuss why they think the author included this map in the text. Does the map provide new information? Does the map help students visualize the information in the text? You probably have visual learners in your class. These students may especially benefit from using the map to help interpret the text.



Comprehension Strategy: Questioning

When students ask questions, they interact with what they read and attempt to clarify ideas about the content of the text. Discuss with students the importance of asking questions. Model this process after reading page 10 aloud:

Think Aloud

“The books tells me that the water cycle is continually working, but at different speeds in different places. I wonder why it takes so much longer for the water cycle to happen in colder places than in warmer places? How can the water cycle be so different in different parts of the world?”

Encourage students to look for answers to this question, and to continue to ask their own questions, as they read the text.



Word Study: Antonyms

After reading page 18, write the word *impermeable* on the board. Ask students for a word that means the opposite of *impermeable* (*permeable*). Explain that it is important to understand this pair of opposites because they help explain how water settles in certain areas. Also discuss how the prefix *im-* means not, which makes *permeable* the opposite of *impermeable*.



Writing and Responding: Flipbook

Have students create a flipbook of the water cycle. They should cut 4 pieces of paper into 4 different layers, so they can fit on top of one another. They should write each step on one layer of the flipbook (*evaporation, condensation, precipitation, and collection/groundwater*). Each piece of paper should include only one step in the process. They should then draw a picture of each step and write a short description of what happens during that stage of the water cycle. They should then place the top edges of all four sheets together and staple them. Then have them discuss their water cycle flipbook with a partner.

 indicates a graphic organizer is linked to this activity.

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