


The Natural Water Cycle	
	
Learning Objectives	Time: 1 Hour
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ✓ understand how water moves through the water cycle. ✓ Critically reflect on the significance of the natural water cycle to our planet. ✓ identify the processes of the natural water cycle ✓ develop an awareness that all water on Earth is recycled and continuously moving from the Earth to the atmosphere and back again 	<p>Key Vocabulary and Terms</p> <ul style="list-style-type: none"> • <i>The Water Cycle</i> • <i>Evaporation</i> • <i>Transpiration</i> • <i>Condensation</i> • <i>Precipitation</i> • <i>Ground Water</i>
Inquiry Questions	
<ul style="list-style-type: none"> – <i>Does water disappear?</i> – <i>Is there ever new water?</i> – <i>What are the processes of the natural water cycle?</i> 	
Teaching and Learning	Resources
<p style="text-align: center;">Orientation:</p> <p>Activity: <i>Where is the Water?</i> (10-15mins) Purpose: ‘Minds on’ to engage prior knowledge, develop context for new learning, and build a visual word/terms bank we can refer back to in the lesson.</p> <p>Teacher led group/class brainstorm about where water ‘lives’. Use a map of Victoria or Australia and the visual prompts slide to encourage students to identify places where we find water.</p>	<p>Slides (Resource A) are used to support all aspects of the teaching and learning sequence</p> <p>Map of Victoria (or Australia)</p> <p>Visual Prompts Slide</p> <p>Record answers (on whiteboard etc) so they can be referred back to later in the lesson.</p>
<p style="text-align: center;">Body:</p> <p>Activity: <i>BIG Questions</i> (10-15mins) Purpose: Encourage students to reflect on the following BIG Questions in order to deepen understanding of key aspects of the natural water cycle when they are introduced.</p> <ul style="list-style-type: none"> - <i>Does water disappear?</i> - <i>Is there ever new water?</i> <p>The questions should be visible throughout a teacher led reading of story ‘Rhythm of the Rain’ – also supported by the slides. If you don’t have the book, a video reading is included in the slides.</p> <p>After reading, think about what happened in the story. <i>What was significant about the story beginning and ending (Simon was playing in the pool?)</i> This represents the ‘endless’ nature of the water cycle.</p> <p>Revisit Big Questions. We now have an answer.</p>	<p>Slides</p> <p><i>Rhythm of the Rain</i> by Graham Baker-Smith</p>

<p>Activity: Explain Water Cycle and Cloze Activity (10-15mins) Purpose: Students discover the correct terms for describing the way water moves through the water cycle. Writing down the correct terms allows students to build confidence applying and contextualising them correctly.</p> <p>Students complete both Part A and Part B as the teacher explains the features of each aspect of the water cycle. Use the supporting slides. The explanation can be enhanced by a physical map or geographic catchment demonstration model.</p> <p>Activity: Revisit and Reflect: Where is the Water? (5-10 mins) Purpose: reinforce learning by re-engaging with class generated water locations and connecting to new understanding.</p> <p>Consider these questions while doing so to deepen understanding:</p> <ul style="list-style-type: none"> - <i>What parts of the water cycle interact with the water locations we thought about at the start of the lesson?</i> - <i>Some of these locations are in our home – does that mean we are part of the Natural Water Cycle?</i> 	<p>Cloze activity worksheet (Resource B)</p> <p>Revisit recorded answers from previously in the lesson.</p>
<p style="text-align: center;">Plenary:</p> <p>Activity: Key Word Pictionary (5-10mins) Purpose: Creatively process key terms from the water cycle in a fun and memorable way. Can be done in groups or as a class with volunteers.</p> <ul style="list-style-type: none"> • <i>Evaporation</i> • <i>Transpiration</i> • <i>Condensation</i> • <i>Precipitation</i> • <i>Ground Water</i> <p>This activity can be extended by having students generate the clues, and by using other vocabulary from the lesson.</p>	<p>Use '1 minute timer' in slides.</p>
<p style="text-align: center;">Legacy Learning and Extension:</p> <p>Activity: Water Cycle in a Jar Purpose: Students can apply understanding of the natural water cycle via this experiment. See resource extract for detail.</p>	<p>'Water Cycle in a Jar' – Page 26-27 extracted from 'Water. Learn it. Live it' (Resource C)</p>
<p>Curriculum Links</p>	
<p>Geography Levels 3 and 4:</p> <ul style="list-style-type: none"> - <i>Identify and explain the interconnections within places and between places (VCGGC073)</i> <p>Science Levels 3 and 4:</p> <ul style="list-style-type: none"> - <i>A change of state between solid and liquid can be caused by adding or removing heat (VCSSU059)</i> 	