

 **Project 4.3.1 The Story of Water****Purpose**

The water cycle plays an important role in your life every day. You may take a shower, have breakfast on clean dishes, walk to school in the rain, drink a bottle of water, and plan a snowboarding trip for the weekend all in one morning without even considering the water you use. Throughout the day, you see and use many sources of water.

Water moves through a cycle in different forms. Water evaporates into a gas in the atmosphere, condenses as a liquid into rain, and can freeze into a solid when exposed to low temperatures. Plants and animals are dependent upon water for life. Plants absorb water through their roots and release water through a process called transpiration. Animals consume water and release water through breathing and waste.

Just as water passes through organisms, it moves across and through soil. Soil filters water as it moves towards underground storage areas called aquifers. Water flowing across the surface through rivers and streams will eventually reach lakes and oceans. Water underground is pumped to the surface using well and irrigation technology. Surface water evaporates into the atmosphere.

Have you ever wondered if rain is new water? Or where the water from a pond goes in the summer? Did you ever consider that several plants and other animals might have consumed the groundwater you were drinking before it gets to you? Just what happens to a drop of water over time?

Materials**Per pair of students:**

Water Cycle cards
Number cube

Per student:

Project 4.3.1 Evaluation Rubric
Pencil
Agriscience Notebook

Procedure

You will simulate the flow of a drop of water through the water cycle. After playing a brief game to determine how your droplet of water moves through the water cycle, you will write a story about the life of your water drop. The cards for the game will use a fictitious name for a town called Fruitvale. You will share the set of cards and number cube with a classmate.

Part One – Journey Through the Water Cycle

When instructed to do so by your teacher, randomly select a Water Cycle card. Record the station name on *Project 4.3.1 Storyboard*. Read the description of the station and choose a form and location for your droplet of water. If choosing a form and location is difficult, turn the card over, roll the number cube, and use the suggestion provided. When you have collected information for your first station, roll the number cube to determine where you will go next.

Continue from station to station until you have visited six stations. You will go to some stations more than once. You may even remain at the same station for a turn. You may not get to all five stations. When you go to a station where you have already been, choose a different location for your drop.

When you have been to six stations and have recorded the information, begin brainstorming ideas to connect the stations and bring your story together. Use the space provided on *Project 4.3.1 Storyboard* to record your brainstorm ideas for each station.

Story Criteria:

Your drop of water changes location six times.

You demonstrate understanding of the changes occurring to the water drop as it moves through the water cycle.

Your story includes terminology appropriate for the processes within the water cycle, such as melting, freezing, evaporation, condensation, transpiration, percolation, atmosphere, precipitation, infiltration, runoff, and groundwater.

Part Two – Developing Your Story as a Droplet of Water

Write a rough draft of your story. Write your story in complete sentences consisting of at least five paragraphs including an introduction, body, and conclusion. Your story should meet all of the criteria outlined above. Use Google drawing or other concept mapping software to develop an illustration of the journey your droplet of water takes through the water cycle.

Part Three – Peer Review

Your teacher will assign you a partner. Exchange stories with your partner and read his or her story. Review the content and composition of the story. Use *Project 4.3.1 Evaluation Rubric* to assess the story and provide suggestions for improvement.

Part Four – Writing the Final Draft

Using the feedback from your partner, review your story and make the appropriate changes. Use *Project 4.3.1 Evaluation Rubric* to self-assess your story and make further revisions. When you have completed your revisions, submit your story and your illustration to your teacher.

Conclusion

1. Based on what you have experienced, how does the ability of water to change form from solid to liquid to gas contribute to the water cycle?

2. Using your knowledge of the water cycle, what happens to water that disappears from ponds or other areas?

Name _____

Project 4.3.1 Storyboard

Station 1	Station 2	Station 3
Form: Atmosphere	Form: Precipitation	Form: Surface
Location: an ice crystal in a cloud high above the mountains north of fruitvale.	Location: snowflake in the mountain north of fruitvale	Location: a swimming pool in fruitvale
Story Ideas: an ice crystal formed by Else in a cloud above the mountain north of story brooke were Else is practising her powers of ice.	Story Ideas: Else then turned to ice crystal in to many snow flakes falling in the mountain north of Story Brooke.	Story Ideas: the snow flakes flu across the town sourounding every thing it was a snow day know it turned the swimming pools of every one in story brooke to ice.
Station 4	Station 5	Station 6
Form: Organisms	Form: Ground water	Form: precipitation
Location: the leaf of a plant in Aunt Marge Garden	Location: resting clay beneath the town of fruitvale	Location: rain drop ina gentle mist surrounding the town of fruitvale

<p>Story Ideas: it then spread to a a groot plant in the Marvel Garden it one leaf droped from the snow</p>	<p>Story Ideas: it then tourn all the water from the souwere into ice to</p>	<p>Story Ideas: after realizing what she done she turned all th snow to water. it was no longer snowing know it was raining know and the next day every thing was back to nermal in story brooke</p>
---	--	--