

Scavenger Hunt Paragraph and Lesson

Nebi Salim Bakare

The adopted curriculum for science in my school district is *National Geographic Science*. A current lesson I teach is “The Sun and Water” and “Wet Weather” which address the water cycle. I would like to develop these lessons by using the 5Es and integrating the arts. I would like to incorporate music, the visual arts, media arts, and theater. There are existing songs with hand motions that kids can sing to remember the water cycle. Students can also create their own visual representations of the water cycle using the medium of their choice, such as paint, color pencils, photography, digital tools, or mixed media. This weekend I also came across a reader’s theater script for the water cycle (<http://www.enchantedlearning.com/rt/weather/watercycle.shtml>).

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T12 - T13 A-Z

LESSON 3A The Sun and Water

Next Generation Sunshine State Standard

- **SC.2.E.7.1** Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

Objective
Students will be able to:

- Recognize that the sun's energy causes water to evaporate.

Science Academic Vocabulary
condense, evaporate

Introduce

Tap Prior Knowledge
Write *bicycle* on the board and underline *-cycle*. Ask: **Why is -cycle part of bicycle? What do you think a cycle is?**

Set the Purpose and Read
Tell students to listen as you read to find out about the sun and water. Then read pages 12-15 aloud.

Teach

Science Academic Vocabulary
condense, evaporate

The Sun and Water

Heat from the sun **evaporates** water into water vapor. Water vapor is a gas that rises into the air.

Then the water vapor cools and **condenses**, or forms tiny drops of water. The drops form a cloud. Water falls from the cloud. The cycle begins again.

Water evaporates into the air.

The water vapor condenses and forms a cloud.

Rain falls from the cloud.

Raindrops form puddles.

Teach, continued

- Pronounce **evaporates** and have students repeat. Say: **When water evaporates, it changes from a liquid to a gas that you cannot see.**
- Pronounce **condenses** and have students repeat. Say: **When water vapor cools, it condenses. It changes from a gas to a liquid.**

Describe How the Sun Affects Water

- Read the first caption. Ask: **What happens to the water in the puddle?** (It evaporates into the air.)
- Point to the cloud and read the second caption. Ask: **How does the cloud form?** (The water vapor condenses into tiny drops of water.)
- Read the third and fourth captions. Ask: **What happens next?** (Rain falls from the cloud. Raindrops form puddles.)

Before You Move On

Ask students:

1. **Define** What does **evaporate** mean? (to change from a liquid to a gas)
2. **Sequence** Describe how water evaporates and condenses. (Water evaporates into the air, becomes water vapor, and condenses into tiny drops of water to form clouds.)

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T14 - T15 | A-Z

LESSON 3B - Wet Weather

Next Generation Sunshine State Standard

- SC.2.E.7.1** Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

Objectives

Students will be able to:

- Identify and describe various types of precipitation.
- Describe the kinds of wet weather that come from some clouds.

PROGRAM RESOURCES

- Weather Learning Master 12, or at myNGconnect.com
- Chapter Test 1, Assessment Handbook, pages 7-9, or at myNGconnect.com
- NGSP ExamView CD-ROM

1 Introduce

Tap Prior Knowledge

Ask students to think about the kinds of wet weather they have experienced. Have them share how the different types of wet weather are alike and different.

Set the Purpose and Read

Read the heading aloud. Tell students to listen as you read to find out about different types of wet weather. Then read pages 14-15 aloud.

Wet Weather

Earth is surrounded by layers of air made from gases. Clouds form in the layer closest to Earth. Some types of clouds can bring wet weather.

Rain, freezing rain, snow, sleet, and hail are kinds of wet weather.

Rain



Rain can fall when the air is hot, warm, or cool.

Freezing rain



Freezing rain is rain that freezes when it lands on a cold object.

Snow



Snow can fall when the air is very cold.

Sleet



Sleet is ice mixed with rain and snow. It can fall when the air is cold.

Hail



Hail is balls of ice. It can fall when the air is warm or cold.

Teach, continued

Summarize the Big Idea

- Display the chart from page T6. Read the Big Idea Question. Then add new information to the chart. Ask: **What did you find out in each section? Is this what you expected to find?**

How Does the Sun Affect Earth?

The Sun's Energy
Pearl The sun warms Earth.

The Sun and Water
Lois The sun makes water evaporate.

Wet Weather
Clare The sun affects weather.

Drawing Conclusions

Based on the discussion and the chart, help students create a statement that sums up the Big Idea. Have students write their statement in their science notebook.

The sun gives Earth energy and affects weather.

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T14 - T15

A-Z

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- NGSP ExamView CD-ROM

1 Introduce

Tap Prior Knowledge

Ask students to think about the kinds of wet weather they have experienced. Have them share how the different types of wet weather are alike and different.

Set the Purpose and Read

Read the heading aloud. Tell students to listen as you read to find out about different types of wet weather. Then read pages 14-15 aloud.

2 Teach

Identify and Describe Types of Precipitation

Reread pages 14-15 aloud. Then read each label in the photos. As you read a label, call on students to describe that type of weather.

Text Features: Captions

Explain: **A caption tells about a photo.** Read each caption together. Have students tell you what they learned from the captions.



Rain can fall when the air is hot, warm, or cool.



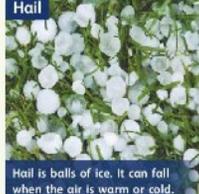
Freezing rain

Freezing rain is rain that freezes when it lands on a cold object.

14



Snow can fall when the air is very cold.



Hail

Hail is balls of ice. It can fall when the air is warm or cold.

15

Wet Weather

Clare The sun affects weather.



Drawing Conclusions

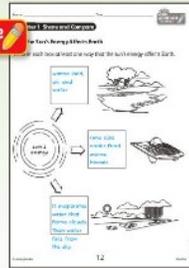
Based on the discussion and the chart, help students create a statement that sums up the Big Idea. Have students write their statement in their science notebook.

The sun gives Earth energy and affects weather.

Share and Compare

Cause and Effect

Give partners the Learning Master and a copy of the Weather small book. Have them find pictures in Chapter 1 that show how the sun affects Earth and complete the Cause-and-Effect Chart. Partners can use the chart to discuss how the sun affects Earth.



Learning Master 12, or at myNGconnect.com

Scenario-Based Assessment

Have students complete the scenarios in the chapter test to assess their understanding of the Florida Nature of Science and Earth and Space Science Benchmarks.

Chapter 1 Test, Assessment Handbook, pages 7-9, or at myNGconnect.com or NGSP ExamView CD-ROM

3 Assess

- Describe** How does the Sun's energy affect Earth? (It warms the water, land, and air.)
- Explain** How does water evaporate? (The sun's heat energy changes water into water vapor.)
- Infer** If hail falls to Earth on a warm day, what can you figure out about the temperature of the air near the clouds? (You can figure out that the air is cold enough to freeze water.)

T14 Big Ideas Big Book

Weather T15

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