

Drop

Biography of a Water Molecule
GRASPS Based

Goal – Students will identify the stages of the water cycle.
Students will correlate the stages of the water cycle with atmospheric conditions.

Role – Students are authors that work for a children’s book company. They have been sent to write a biography on Drop, a water molecule.

Audience – The authors (students) are writing the book for kindergartners.

Situation – Students have been asked to interview Drop on his life as a water molecule. They are to begin somewhere in the water cycle, and cycle through all of the stages. The biography should include geographical and environmental information, such as names of bodies of water or animals. Also, there should be an integration of the roles water plays in atmospheric conditions, such as developing clouds or storms.

Product – Students will create a written biography in the form of a book. The book should include a cover, table of contents, and text. There should also be several “photos” of Drop throughout the book, depending on which stage he is in during the water cycle. The book should indicate that the students have an enduring understanding of the water cycle and the part it plays in atmospheric conditions.

Standards – A rubric is attached to this activity.

Georgia Performance Standards

S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.

c. Investigate how clouds are formed.

d. Explain the water cycle (evaporation, condensation, and precipitation).

e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).

Drop - A Life Story

Teacher Name: _____

Student Name: _____

Class: _____ Date _____

CATEGORY	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Accuracy of Facts	All facts asked for are included, and are accurate.	Almost all facts asked for are included, and are accurate.	Almost all facts asked for are included, and are somewhat accurate.	There are several factual errors in the story.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.

Points earned _____ out of 20 Grade _____

Graphic Organizer

Use this organizer to sort out your ideas. Then, use it to write your biography.

Life Stage	Location	Atmospheric Condition	Environment

Life Stage Idea Box (each underlined word should be used at least once in the appropriate order)

<u>Precipitation</u>	<u>Condensation</u>	<u>Evaporation</u>	<u>Run Off</u>
birth	toddler years	adult	

Location Idea Box (these are just ideas – be creative!!!)

Pacific Ocean	Mississippi River	Georgia	creek	hill
Atlanta	beach	forest	lake	sky

Atmospheric Condition Idea Box (you must correctly use **at least** two of the following atmospheric conditions)

temperature	rain	storms	winds	snow	hail
pressure	air mass	front	tornado	hurricane	

Environment Box (these are just ideas – be creative!!!!)

whales	birds	fish	trees	bushes	rocks
sand	cold	warm	flowers	dirt	deer