

Water Cycle FlipBook

Materials

2 sheets of paper
stapler
pen/pencil

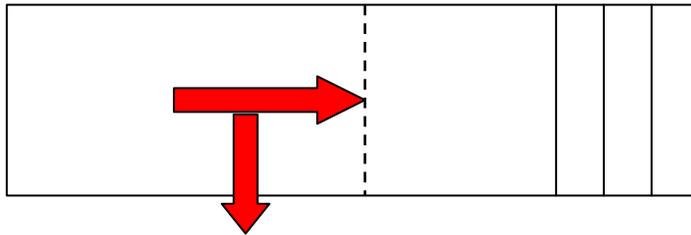
scissors
staples
colored pencils

Directions

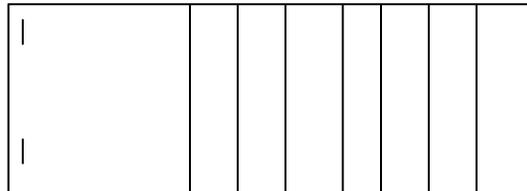
1. Fold the two sheets of paper long ways in half – fold.
2. Cut both pieces in half along the fold lines.
3. Stack the papers on top of each other.
4. Shift the papers over so that there is approximately one centimeter between each one.



5. At the middle of the stack, fold the papers under so that each tab is about a centimeter across.



Staple.



6. Label as follows.

	The Water Cycle	Evaporation	Transpiration	Condensation	Precipitation	Run Off	Infiltration	Diagram
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Above each term, give a detailed description of the concept. On the diagram tab, draw and label the water cycle. Color.

Flipbooks (or foldables) are a great way for students to organize data and prepare for assessments. (No more boring notes!!!!) For more color, use colored paper – neon colors work especially well!!!!

Correlated Literature (with Lexiles) (Audio capable)

(All literature can be found on the Galileo website unless otherwise noted.)

Ornes, S. (2009). Not bone-dry after all: the moon holds water. *Science News for Kids*. Retrieved from <http://www.sciencenewsforkids.org/2009/10/not-bone-dry-after-all-the-moon-holds-water/> (Not Galileo)

STREEP, A. (2011). Repair the Water Cycle. *Popular Science*, 278(5), 50. (1170) (Audio capable)

Williams, R. (1999). The tortoise and the hare. *Weatherwise*, 52(1), 28. (1090) (Audio capable)

Common Core

L6-8RST1: Cite specific textual evidence to support analysis of science and technical texts.

L6-8RST7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Georgia Performance Standards

S6E4. Students will understand how the distribution of land and oceans affects climate and weather.

- a. Demonstrate that land and water absorb and lose heat at different rates and explain the resulting effects on weather patterns.