

The Water Cycle Dance

Introduction: Second graders usually learn about the water cycle by studying the four distinct stages of the cycle. To help students distinguish between the four stages, they will be asked to participate in a “water cycle dance.” It will aid the students tremendously and give them a better chance at remembering what happens during each stage of the water cycle.

Grade Level and Subject: 2nd Grade Science and P.E.

TEKS: Science – 10A
P.E. – 1A, 1C, 3A, 7A, 7B

Materials: none

Activity: This activity provides some very simple movements that will help the students learn each stage of the water cycle.

The activity will begin with the students sitting in a large circle, with the teacher positioned in the center of the circle. The teacher will explain that the first stage of the water cycle is evaporation. He or she will then explain that evaporation happens when the sun heats the water in oceans, rivers, lakes, and streams and turns the water into water vapor. The water vapor then rises into the air. After the explanation, the teacher will demonstrate the movements the children are to do to depict evaporation. The teacher and the students will begin to show evaporation by fanning themselves because it is so hot. They will then, from a sitting position, rise and jump up and down, reaching toward the sky. They will continue to do this for about 30 seconds. They are to then stand quietly and listen for the next stage.

The teacher will then describe condensation. He or she will tell the students that the water vapor becomes cold and changes into liquid. This liquid forms clouds. After the explanation, the teacher and the students will stand and shiver, rubbing their arms and moving their bodies slightly. They will then join together by forming a group and holding hands, jumping up and down. They will “condense” in this way for about 30 seconds and will then stand to listen for the next stage.

The teacher will tell the students about precipitation — the next stage of the water cycle — by describing how the condensed water becomes so heavy that it must fall down to the Earth as rain, hail, sleet, or snow. The teacher and students will unclasp hands and fall slowly to the ground. If the teacher chooses to have the students do so, he or she can have the students fall as rain (fast and furious), hail or sleet (slower and slightly bouncing off the ground when it reaches it), or snow (arms and legs out wide so that when they “hit” the ground they look like snowflakes). The teacher may also choose to have the students show precipitation in other ways.

Finally, the teacher will discuss collection with the students. He or she will explain that the water will again eventually run into oceans, lakes, rivers, etc. The teacher and students will crawl on the floor back to their original circle and sit quietly.

Hopefully, students will eventually be able to complete all stages of the water cycle without having the teacher describe each stage.

Evaluation: The teacher will monitor all activity and correct any unwanted or unnecessary behavior.



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