



## lesson plan (1)

**Topic/Title of project:** The water cycle: travel like a water molecule

### Goals:

- Students improve their language skills by reading, playing and presenting informations about the water cycle
- Students learn to know each other by working together and discussing their observations.
- Students practice their speaking skills while talking to each other to present their personal water cycle.
- Students deepen their knowledge by learning key terms on water cycle.
- Students practice geographical methods when they structure and complete elements of the water cycle on a poster.

Time	Phases/content	GA <sup>1</sup>	Material	Comments/Notes
<b>1. Introduction/Warm up</b>				
5'	<ul style="list-style-type: none"> <li>• Today we are going to discover the water cycle.</li> <li>• As you can see on the photos, water can be found on every place on earth</li> </ul>		Large labels with photos - laminated	<p>For all materials required (large label, station cards, worksheet) see the open source: <a href="http://www.srh.noaa.gov/jetstream/atmos/ll_whatacycle.html">http://www.srh.noaa.gov/jetstream/atmos/ll_whatacycle.html</a></p> <p>Put the large photos on the classroom wall The stations have to be prepared before lesson starts. The stations can be used for group arrangement after the game.</p> <p>Total Time: 5 minutes</p>
<b>2. Carrying out the project work</b>				
25'	<ul style="list-style-type: none"> <li>• Each one of you is a water molecule and part of the water cycle on earth.</li> <li>• Teacher explains the procedure.</li> <li>• At each station you'll find a dice, station cards and a vocabulary sheet to help you to better understand the station cards.</li> </ul>		<p>Vocabulary cards for each station</p> <p>Laminated station cards</p> <p>1 worksheet for every student</p> <p>16 dice (two for each station)</p>	<p>Procedure:</p> <ul style="list-style-type: none"> <li>• Pre-station the students to different portions of the water cycle by: <ul style="list-style-type: none"> <li>- Placing one-half of students at the "Oceans" station.</li> <li>- Evenly spreading the remaining students across the other stations except for the "plants" station.</li> </ul> </li> <li>• Have each students circle their starting location on their worksheet.</li> <li>• Each student rolls his/her dice.</li> <li>• Based upon the number rolled, the student turns the card to determine their progress in the water cycle.</li> </ul>

<sup>1</sup> Group arrangement, e.g. team, partner, ...



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AUL 4: April, 24 – 28, 2017  
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			<p>1 marker for each student 1 overhead transparency "What-a-cycle" to explain the procedure</p>	<ul style="list-style-type: none"> <li>• If told to move, on their worksheet, draw an arrow from their starting location to their current position. Label that arrowhead with a number one (1, ..., 10).</li> <li>• The students then moves to their new location.</li> <li>• If told to stay at their current position, have the students place a number one (1, ..., 10) inside their drawn circle.</li> <li>• Repeat the dice roll and move procedure up to a total of ten times.</li> </ul> <p>Total time: 25 minutes</p>
<b>3. Presentation of first results</b>				
15'	<p>→ Students present and compare independently the results of their worksheets in groups of three or four students. → Students draw a landscape and complete the poster with technical terms and draw arrows to explain processes of water cycle.</p>	Group arrangement	<p>Individual Worksheet "What-a-cycle"</p> <p>1 Poster for each group</p> <p>Thick marker in black, green, blue</p>	<p>Most students should have travelled to several stations and have completed some sort of a cycle. Some students may have travelled through most of the water cycle while others have moved very little. There also may be a student or two who remained in the ocean through all ten turns.</p> <p>Total time: 15 minutes</p>
<b>4. Conclusion</b>				
5'	<ul style="list-style-type: none"> <li>• The teacher presents the different posters of the groups</li> </ul> <p>→ Students compare the different results</p>			<p>Total time: 5 minutes</p>



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Things to organize/prepare before the lesson:

The large label has to be hang off in the classroom before lesson starts.

1 poster for each group

1 pair of scissors for each student or pair of students

1 copy of “What -a-cycle-Worksheet” for each student

1 overhead transparency with the copy of “What-a-cycle” worksheet

1 wordbank copy for each station

Station cards

All the materials (large label, station cards, wordbank) have to be laminated

Thick marker (black, blue, green) to draw on the poster