

# Water Cycle



Name \_\_\_\_\_

**What did you observe?**

Insert your picture of the water cycle experiment. Label it using the words from the word bank.

**Word Bank**

**Printable & Pic Collage Pages**

Name \_\_\_\_\_

**Let It Rain**

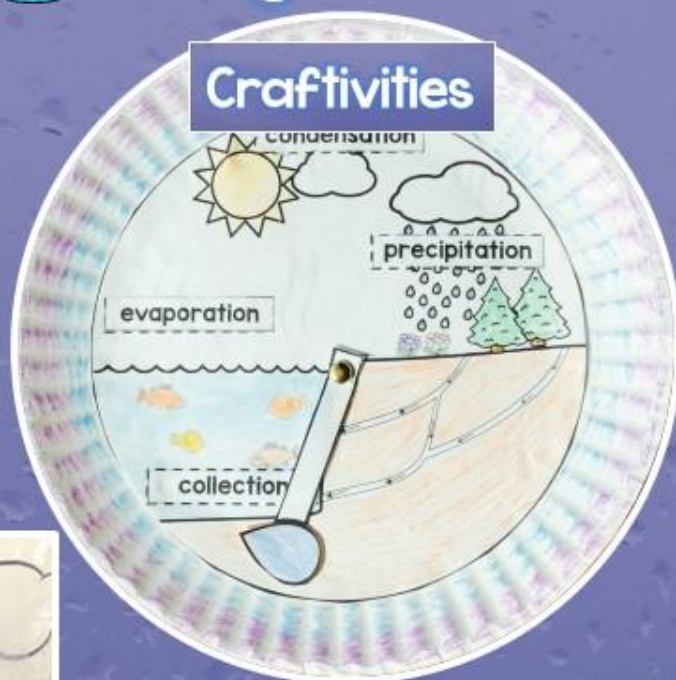
I think the cloud will hold \_\_\_\_\_

Name \_\_\_\_\_

**Water Cycle Wisdom**

Insert or draw a picture of each stage of the water cycle.

evaporation   condensation   precipitation   collection



## Experiments

**Word Wall Cards**

- evaporation
- condensation
- precipitation
- collection

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You may also like:



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# Directions for Use

Thank you for purchasing this resource. If you have any questions or problems please contact me at [lessonsforlittleones@gmail.com](mailto:lessonsforlittleones@gmail.com).

This resource contains instructions for 3 experiments that help demonstrate the water cycle along with supplemental materials and activities for your water cycle unit.

Both print and digital options are provided for each recording page. The digital options use the free apps Seesaw or Pic Collage EDU.

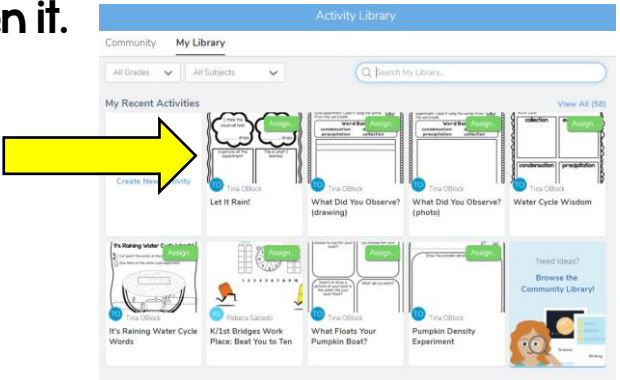
## Directions & Links for Seesaw

If you would like to use digital versions of the recording pages in Seesaw, click the links on page 6 to add them to your Seesaw library.

When you click a link, click the blue Save Activity button

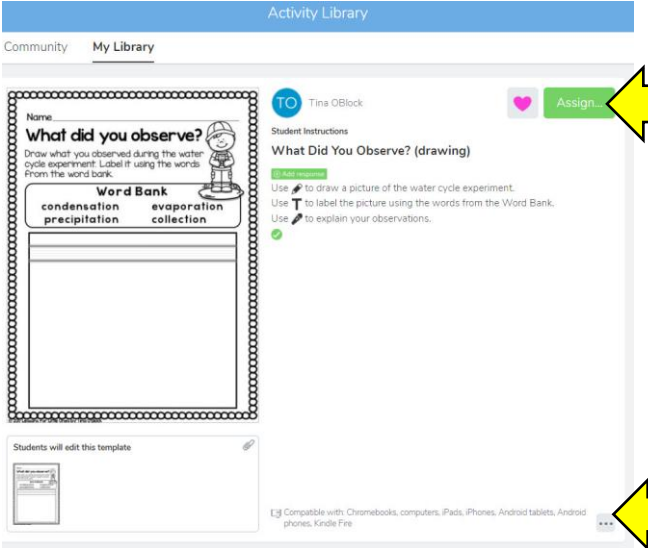
The screenshot shows the Seesaw app interface. At the top, there is a blue header with the Seesaw logo. Below the header, a message reads: "Teachers, save 'What Did You Observe? (drawing)' to assign it to your class." The main content area displays a digital activity page. On the left side of the page, there is a section titled "What did you observe?" with a drawing of a child. Below this is a "Word Bank" containing the words: condensation, evaporation, precipitation, and collection. On the right side, there are "Student Instructions" for the activity. In the top right corner of the activity page, there is a blue button labeled "Save Activity", which is highlighted by a yellow arrow. At the bottom of the page, there is a section for "Students will edit this template:" and a footer with compatibility information.

The recording page will be saved to your Seesaw library. Click on the page to open it.



Look over the pre-formatted instructions. If you would like to change any of the instructions, click the 3 dots on the bottom right and click Copy and Edit Activity. You can change the title and instructions to fit your needs. When you have finished making your changes, click the blue Save button.

Click the green Assign button to assign the page to your students.



Click to assign.

Click to make changes.

Sometimes the bottom of a recording page may be blocked by the Seesaw toolbar. There is an easy fix for that! [Click here to watch a short 2-minute video tutorial to see how to correct it.](#)



# Seesaw Links

[It's Raining Water Cycle Words](#)

[Water Cycle Wisdom](#)

[What Did You Observe? \(photo\)](#)

[What Did You Observe? \(drawing\)](#)

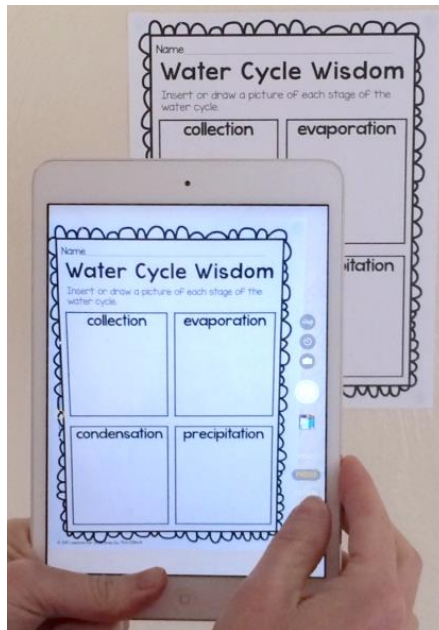
[Let It Rain!](#)

# How to Use the Pages in Pic Collage EDU

You can choose to have students record their observations and results using the free app Pic Collage EDU. This is a good option to use if you use Google Classroom. Since many of the pages require students to draw and Google Slides/Docs does not have a simple drawing tool for young students to use, they can complete the pages using Pic Collage EDU and then save their completed pages and submit them via Google Classroom.

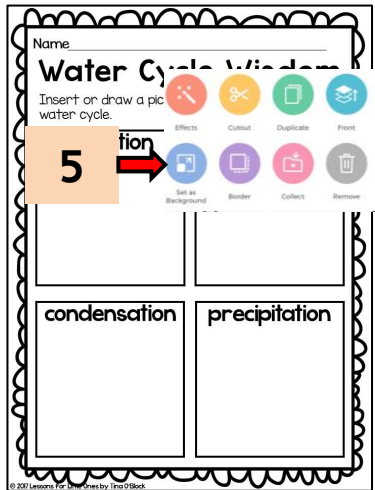
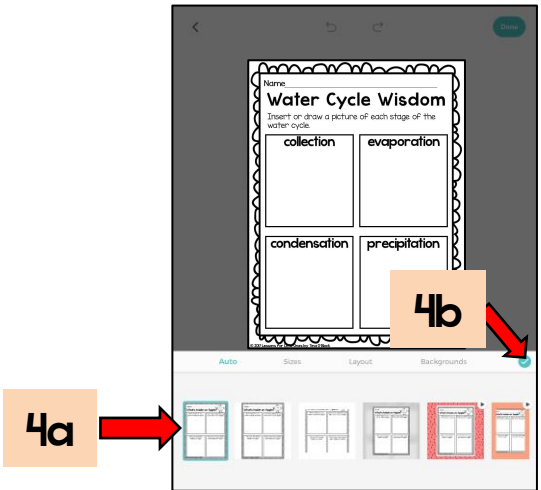
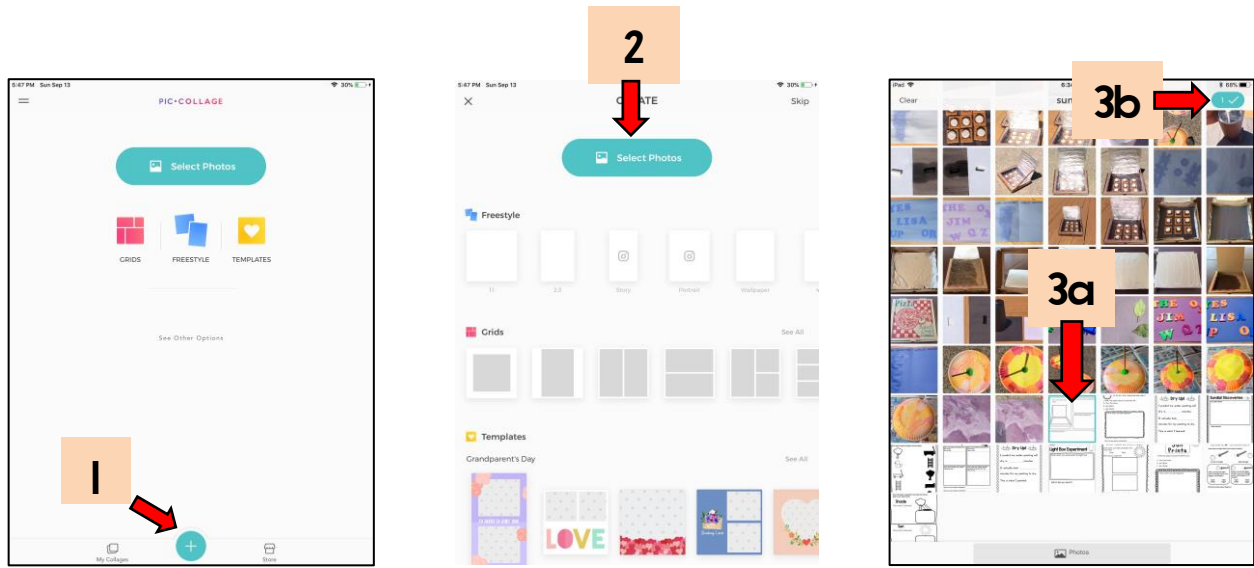
To use any of the recording pages in Pic Collage you first need to save the pages as jpegs to your camera roll.

Save a copy of the pages directly from this file **OR** print out one copy of each page, hang it on a wall, take a photo of it, and save it to your camera roll. A “straight on” shot similar to the example photo works well.



Once you have a picture of the recording page you will need to set it as the background in Pic Collage (Pic EDU). Once the picture is set as the background students will not be able to move or adjust it. They can complete the page similar to a worksheet.

1. Open the Pic Collage app and click the Add (Plus) button.
2. Click the Select Photos button.
3. Choose the recording page photo from the Camera Roll and click the check mark in the upper right corner.
4. Choose the style/format that works best (it is usually the one already selected under Auto) and click the checkmark.
5. Double tap the picture and choose Set as Background.





Once the page is set as the background, students can use the text, doodle, or photo tools to complete the pages.

Name \_\_\_\_\_

# Water Cycle Wisdom

Insert or draw a picture of each stage of the water cycle.

<b>collection</b>	<b>evaporation</b>
<b>condensation</b>	<b>precipitation</b>

Layout Backgrounds Photos Stickers Text Web Image Doodle Animation

# Water Cycle Word Cards (pages 11-12)

Two sets of word cards are included - one set with drawn pictures and one set with real photographs. They can be cut apart and used when introducing the water cycle or on your word wall, in a pocket chart, in your writing center, etc.

Here are some simple definitions that I have used with my students.

The earth has a limited amount of water. This water keeps going around and around in what we call the water cycle. When the sun heats the water in the lakes, streams, oceans, etc. some of it turns to a gas (water vapor). This is called **evaporation**. This invisible water vapor is light and rises into the air.

When the water vapor hits the cold air high up in the atmosphere it turns back to water droplets and collects in clouds. This is called **condensation**.

When too many water droplets form in a cloud, the cloud gets heavy and the water falls back to the earth in the form of rain, hail, sleet, or snow. This is called **precipitation**.

When the water falls back to the earth, it may fall back in the streams, lakes, ocean, etc. or it may fall on the land. This is called **collection**. When it falls on the land, it either soaks into the earth for plants to drink or runs over the soil and back into the streams, lakes, oceans, etc. and the cycle begins all over again.



**evaporation**



**condensation**



**precipitation**



**collection**



**evaporation**



**condensation**



**precipitation**



**collection**

# Water Cycle Experiment #1

## Items Needed:

large bowl

mug or small cup

plastic wrap

string or large rubber band

water

Place the mug or small cup in the center of the bowl. Fill the bowl with water about 2/3 of the way up the cup (do not put water inside the cup).



Cover the bowl with saran wrap and either tie it with string or place a large rubber band around it to secure the plastic wrap.



**Place it outside in a sunny area for a few hours.**



**After several hours, allow students to observe the bowl. The plastic wrap will have condensation and some of the condensation will have dripped or fallen into the cup/mug and the bottom of the bowl.**

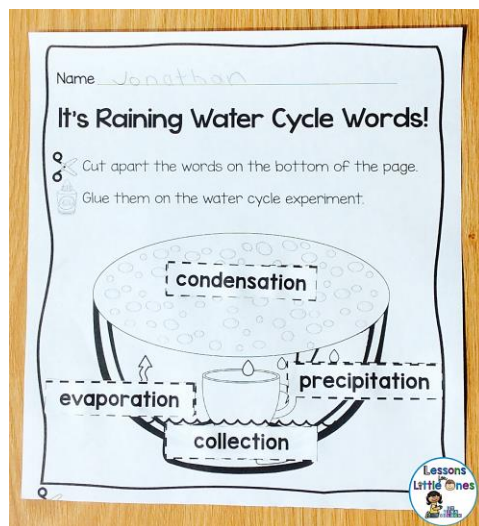


**This experiment demonstrates the heat of the sun turning the water in the bowl to vapor (evaporation). The vapor turning back to water droplets on the saran wrap (condensation), drops getting too heavy and falling back down (precipitation) to the water in the bowl or in the mug which represents mountains or land (collection).**

# Reproducible Pages for Water Cycle Experiment #1

## It's Raining Water Cycle Words! (page 17)

This page requires students to label the experiment with the water cycle vocabulary words showing that they understand how this experiment demonstrated the different parts of the water cycle. Students cut apart the words on the bottom of the page and paste them on the picture of the experiment. A printable answer key is provided on page 18.



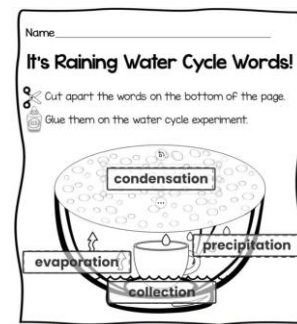
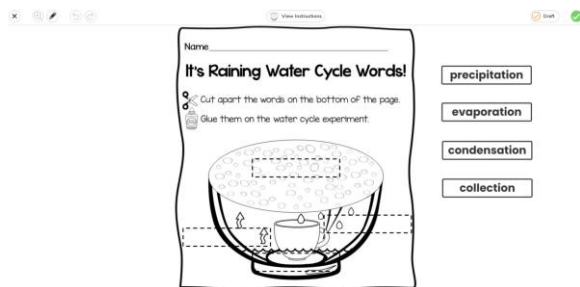
## Digital Options

### Seesaw

Students use the Move tool to move the labels to the correct boxes.

### Pic Collage

Set the page as the background. Students use the Text tool to label the water cycle experiment.



## Water Cycle Wisdom (page 19)

Students draw and/or write about each stage of the water cycle that they observed during the experiment.

### Digital Options

#### Seesaw

Students use the photo tool to insert pictures of each stage OR use the drawing tool to draw pictures of each stage.

#### Pic Collage

Take pictures of the science experiment (you can choose to take them yourself or allow the students to take them).

Set the picture of the Water Cycle Wisdom page as the background.




Have students insert the pictures from the water cycle experiment that demonstrate the different stages of the water cycle.

You can require students to insert arrows to either point out the stages in the picture or the direction of the water. You can load an arrow image to the camera roll for them to use or have them type in the word "arrow" in the web search function and select an arrow to use.

Name \_\_\_\_\_

### Water Cycle Wisdom

Insert or draw a picture of each stage of the water cycle.

<b>collection</b> 	<b>evaporation</b> 
<b>condensation</b> 	<b>precipitation</b> 

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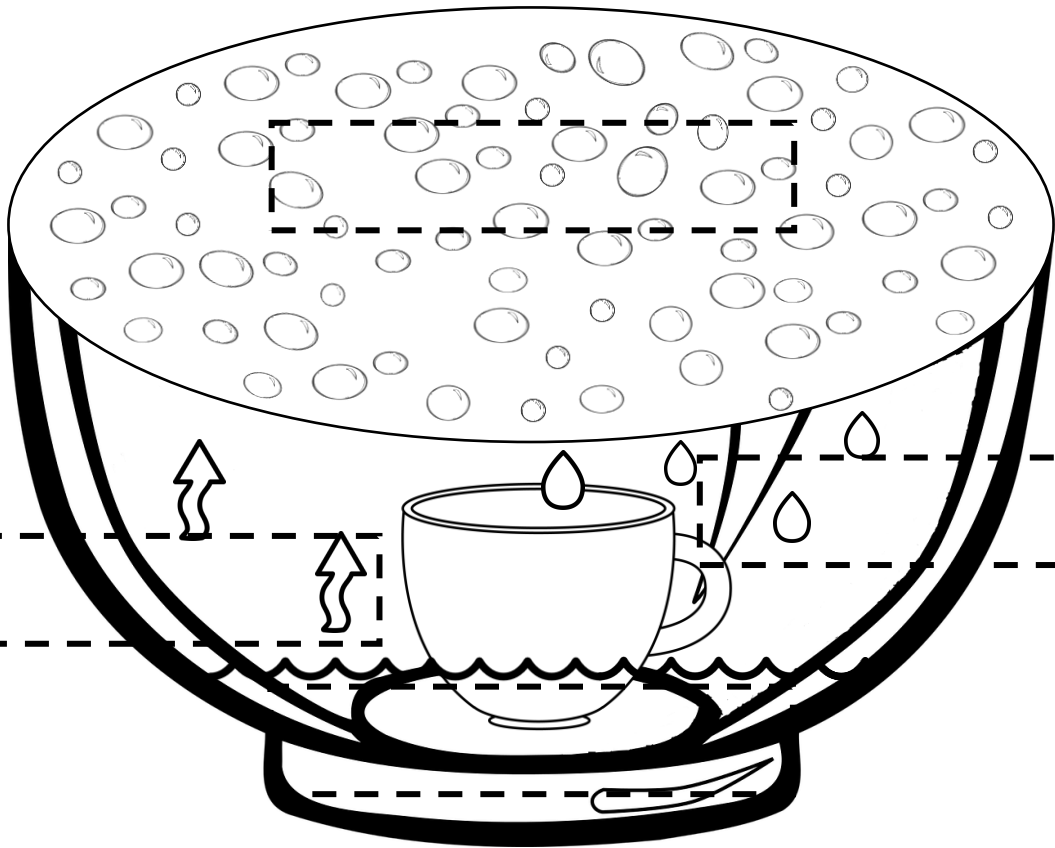


Name \_\_\_\_\_

# It's Raining Water Cycle Words!

 Cut apart the words on the bottom of the page.

 Glue them on the water cycle experiment.



 evaporation

precipitation

condensation

collection

Name \_\_\_\_\_

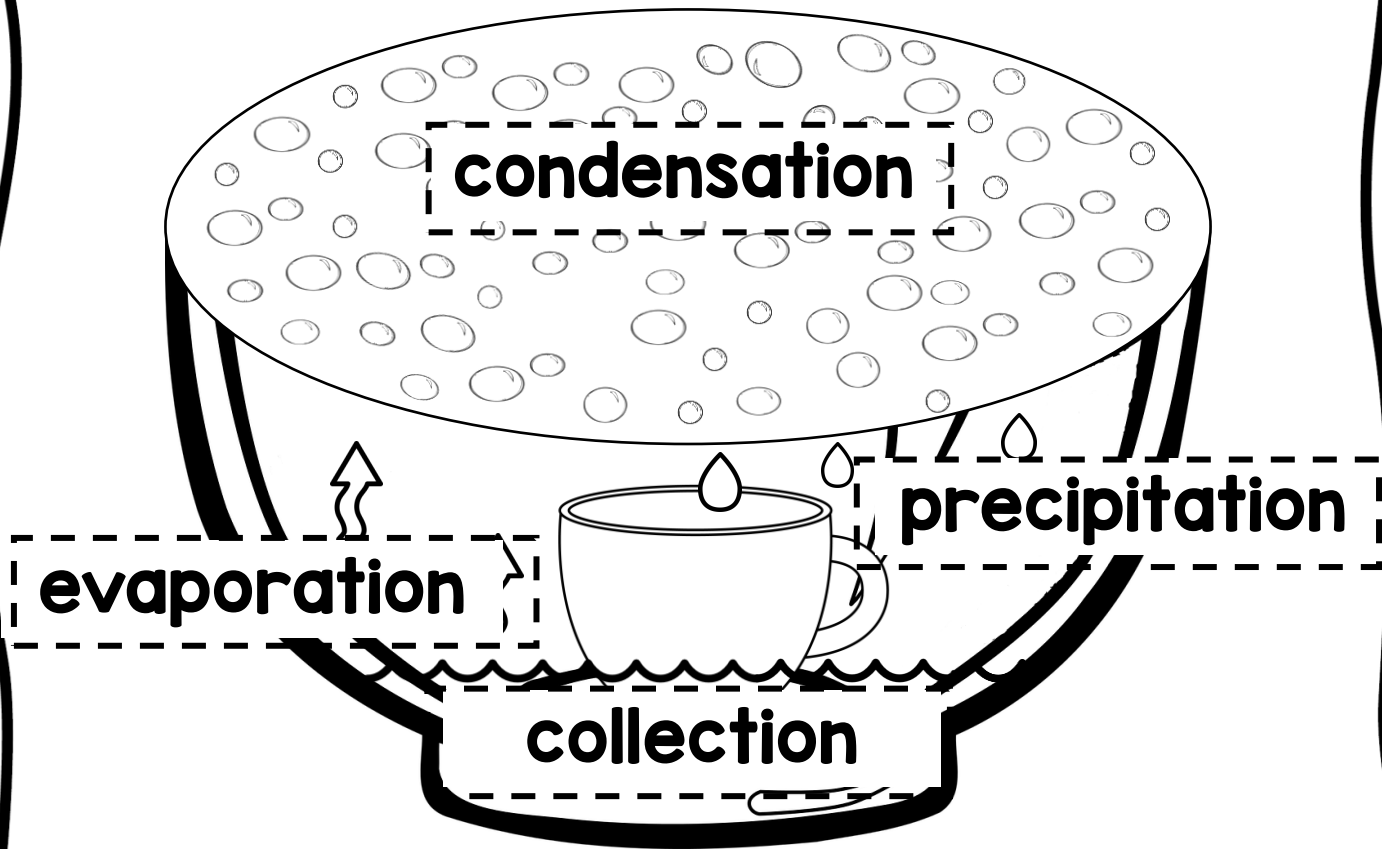
# Answer Key

## It's Raining Water Cycle Words!

 Cut apart the words on the bottom of the page.



Glue them on the water cycle experiment.



Name \_\_\_\_\_

# Water Cycle Wisdom

Insert or draw a picture of each stage of the water cycle.

**collection**

**evaporation**

**condensation**

**precipitation**

# Water Cycle Experiment #2

## Items Needed:

Ziploc baggie

tape

blue food coloring (optional)

marker

water

Draw water, a cloud, and a sun on the Ziploc baggie with a marker.



Add a small amount of water to the baggie without getting the sides wet.



Add a few drops of blue food coloring to the water (optional).



**Hang on a sunny window for several hours.**



**After several hours or when heavy condensation appears on the bag, remove the bag and allow students to observe. Tap the bag, if necessary, to make the water droplets fall.**

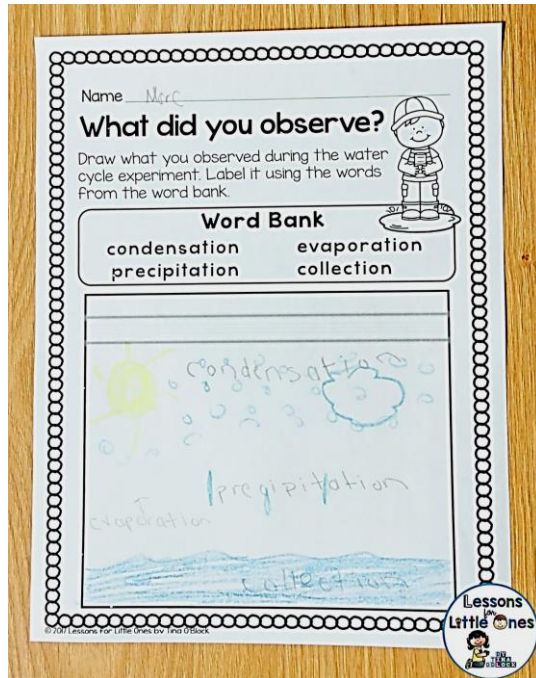


**This experiment allows students to observe the water from the bag evaporating, condensing, falling like precipitation, and collecting again at the bottom. Notice that the water does not stay blue once it evaporates. This is because the food coloring is heavier than the water vapor and thus stays down, much like the salt from the ocean water.**

# Reproducible Pages for Water Cycle Experiment #2

## What did you observe? (drawing, page 24)

This page has a picture of the baggie from the experiment and requires students to draw what they observed. They then have to label their drawing with the water cycle vocabulary words from the word bank showing that they understand how this experiment demonstrated the different parts of the water cycle.

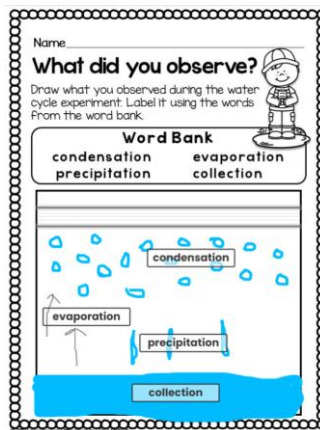


## Digital Options

### Seesaw & Pic Collage

Students use the drawing or doodle tools to draw a picture of the experiment.

Students use the text tools to label their drawing with the words from the Word Bank.



## What did you observe? (photo, page 25)

Take a picture of the science experiment (you can choose to take it yourself or allow the students to take it).

## Seesaw & Pic Collage

Have students insert the picture from the water cycle experiment using the Photo tool.

Using the text feature, have students label the experiment with the words from the word bank.


Optional: You can require students to draw or insert arrows to either point out the stages in the picture or the direction of the water.

An answer key is provided on page 26.

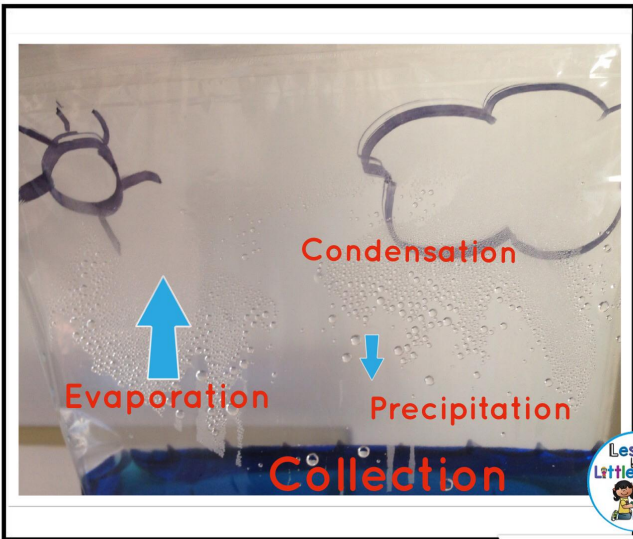
Name \_\_\_\_\_

### What did you observe?


Insert your picture of the water cycle experiment. Label it using the words from the word bank.



Word Bank	
condensation	evaporation
precipitation	collection



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Name \_\_\_\_\_

# What did you observe?

Draw what you observed during the water cycle experiment. Label it using the words from the word bank.



## Word Bank

condensation

evaporation

precipitation

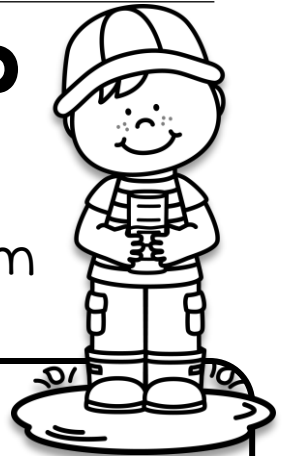
collection



Name \_\_\_\_\_

# What did you observe?

Insert your picture of the water cycle experiment. Label it using the words from the word bank.



## Word Bank

condensation

evaporation

precipitation

collection

Name \_\_\_\_\_

# What did you observe?

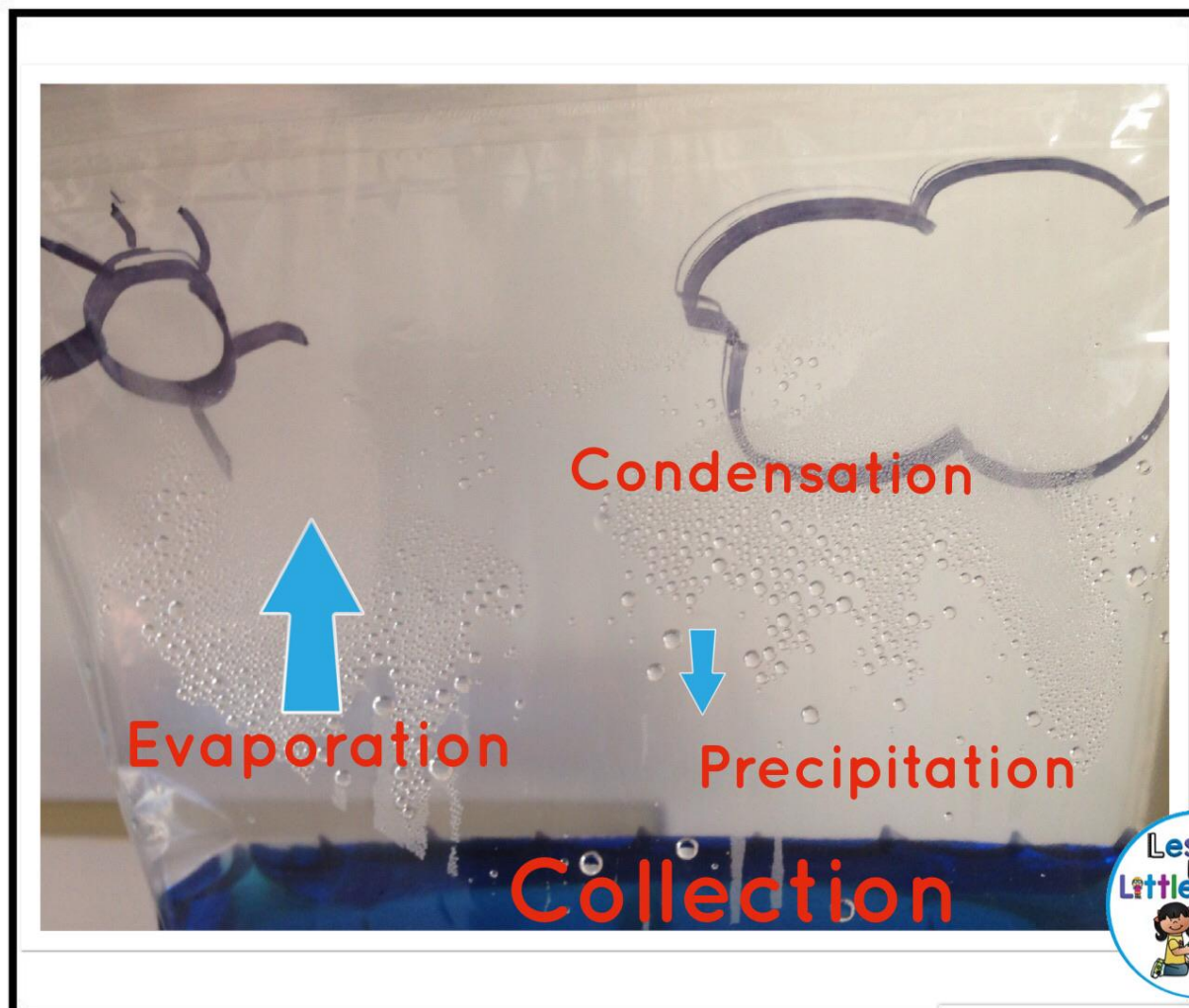
Insert your picture of the water cycle experiment. Label it using the words from the word bank.



## Word Bank

condensation  
precipitation

evaporation  
collection



# Water Cycle Experiment #3

## Items Needed:

shaving cream

small glass

medium glass

straw or eye dropper

blue food coloring

water

Place approximately 3 tablespoons of water in the small glass and add about 10 drops of blue food coloring.



Fill the medium glass with water. Add 1-3 inches of shaving cream to the top. The more shaving cream used the longer the experiment will last.



**Add the colored water to the shaving cream drop by drop using an eye dropper or by dipping the straw in the colored water, placing your finger over the end, holding it over the shaving cream, and lifting your finger enough to allow drops of colored water to drip onto the shaving cream.**



**Continue dropping the water onto the shaving cream until you observe it getting too heavy and "rain" starting to come out below. Depending on the amount of shaving cream used, this could take anywhere from 40-100 drops.**



**This experiment demonstrates what happens in the clouds during the water cycle. When a cloud accumulates too many water droplets they fall in the form of precipitation. In the experiment, after a certain point the shaving cream can no longer absorb the water drops and gravity pulls them down into the water. It also demonstrates evaporation when the water is sucked up with the dropper or straw, condensation when the water is dropped in the cream & collects in the cloud, and collection when it drops to the bottom & also the blue water in the small glass.**

# Reproducible Page for Water Cycle Experiment #3

## Let It Rain! (page 3)


Prior to beginning the experiment, have students estimate how many drops of water they think the shaving cream "cloud" will hold before it begins to "rain" and write it in the first cloud on the page.

Perform the experiment as a class or in small groups and count the number of drops as you put them in the shaving cream cloud. Have students record the actual number of drops from the experiment in the second cloud on the page.

After the experiment, have students draw a picture of it in the first box and then write what they learned in the second box.

Name Lauren

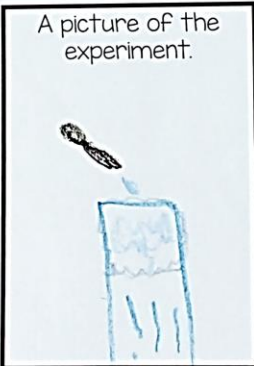
## Let It Rain!



I think the cloud will hold  
25 drops.

The cloud actually held  
48 drops.


A picture of the experiment.



This is what I learned.

When a cloud gets too much water it rains.

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# Digital Options

## Seesaw

Students use the pencil or text tool to record how many drops they think the cloud will hold and then how many drops it actually held.

After the experiment, students use either the drawing tool to draw a picture of the experiment OR the photo tool to insert a photo of the experiment.

Students use the text tool to type what they learned OR the mic to explain what they learned.

## Pic Collage

Set the Let It Rain page as the background.

Students use the text tool to record how many drops they think the cloud will hold and then how many drops it actually held.

After the experiment, students use either the drawing tool to draw a picture of the experiment OR the photo tool to insert a photo of the experiment.

Students use the text tool to type what they learned.

Name \_\_\_\_\_

## Let It Rain!



I think the cloud will hold \_\_\_\_\_ drops.

The cloud actually held \_\_\_\_\_ drops.

A picture of the experiment:



This is what I learned.

When a cloud gets too much water it rains.

Name \_\_\_\_\_



# Let It Rain!

I think the  
cloud will hold

\_\_\_\_\_ drops.

The cloud  
actually held

\_\_\_\_\_ drops.

A picture of the  
experiment.

This is what I  
learned.

## Water Cycle Craftivity

This craftivity gives students a visual representation of the water cycle and shows that it repeats over and over again.

### Items Needed:

Paper plates

Copies of page 34

Glue

Scissors

Construction paper or card stock

Brass fasteners

Have students color and cut out the round water cycle picture and glue it in the center of a paper plate.

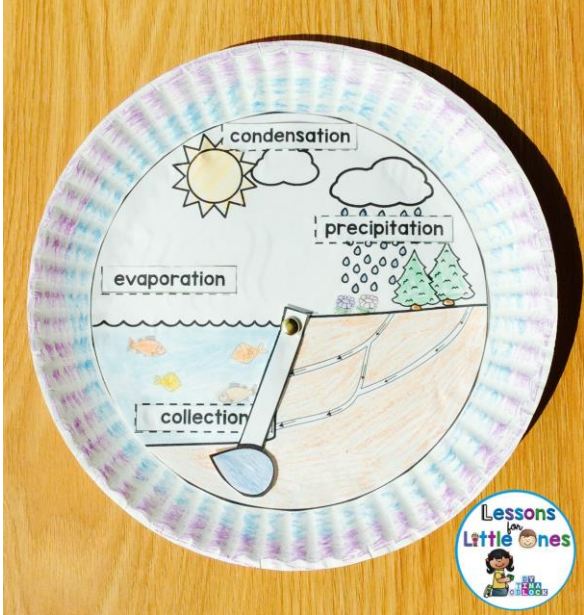
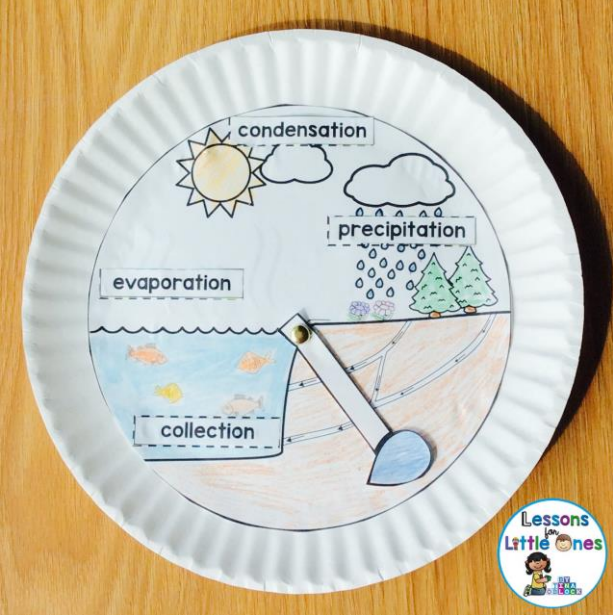
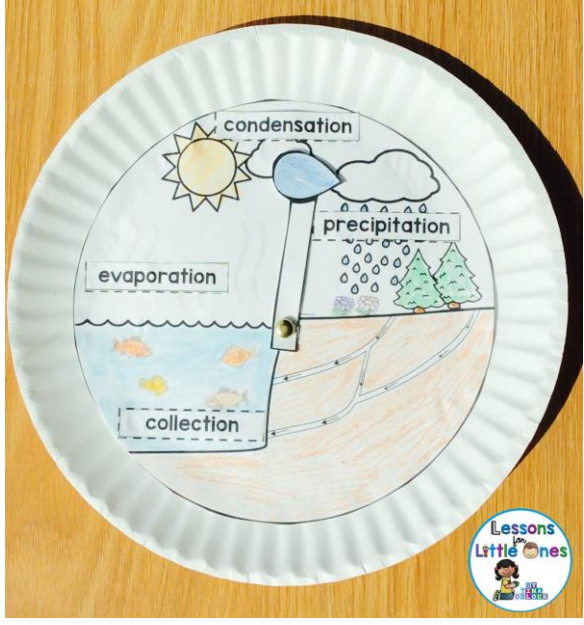
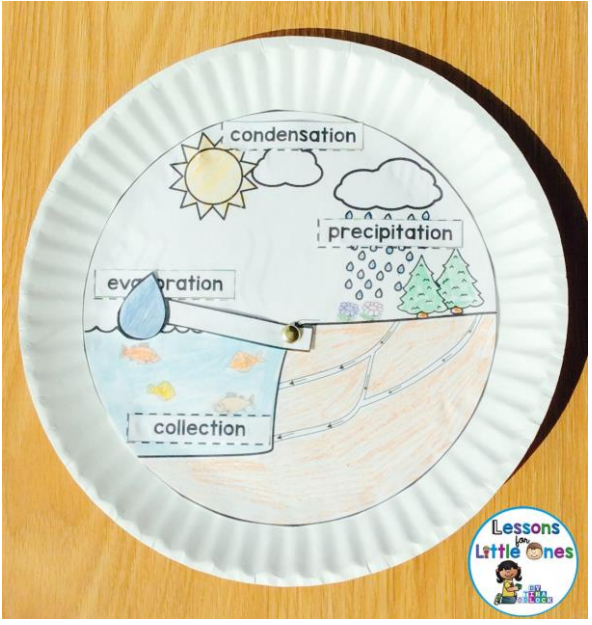
Then have them cut out the water cycle words and glue them in the correct spaces on the picture.





Have students color and cut out the raindrop "arm". In order to make it more sturdy, give each student a small piece of construction paper or card stock and have them glue the arm to it and cut it out again.

Help students use a brass fastener to attach the raindrop arm to the paper plate water cycle picture at the dot in the center. Students can then move the raindrop around to the different stages of the water cycle. Students can color or decorate the outer rim of the paper plate if desired.

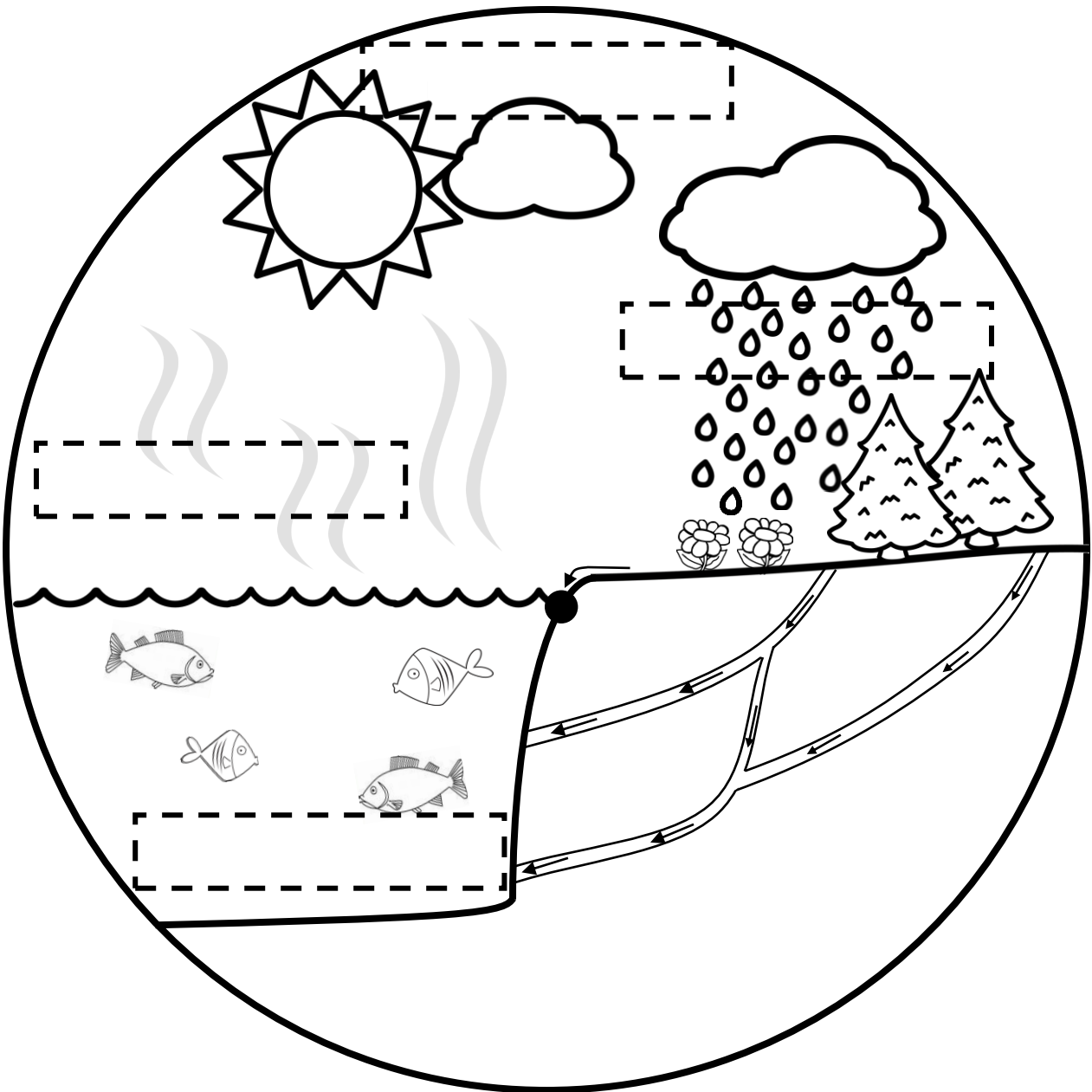
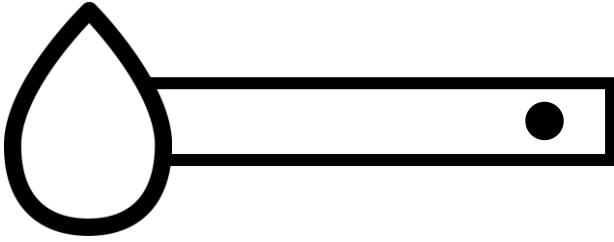


**condensation**

**evaporation**

**precipitation**

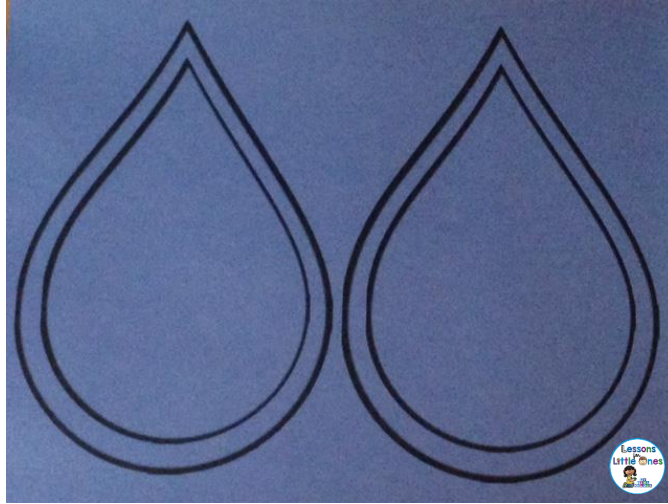
**collection**



# Bonus Activities

## Raindrop Suncatchers

Copy the raindrop patterns from page 37 onto blue construction paper.



Glue the frames onto wax paper and cut out again.



Cut various shades of blue tissue paper into small squares.

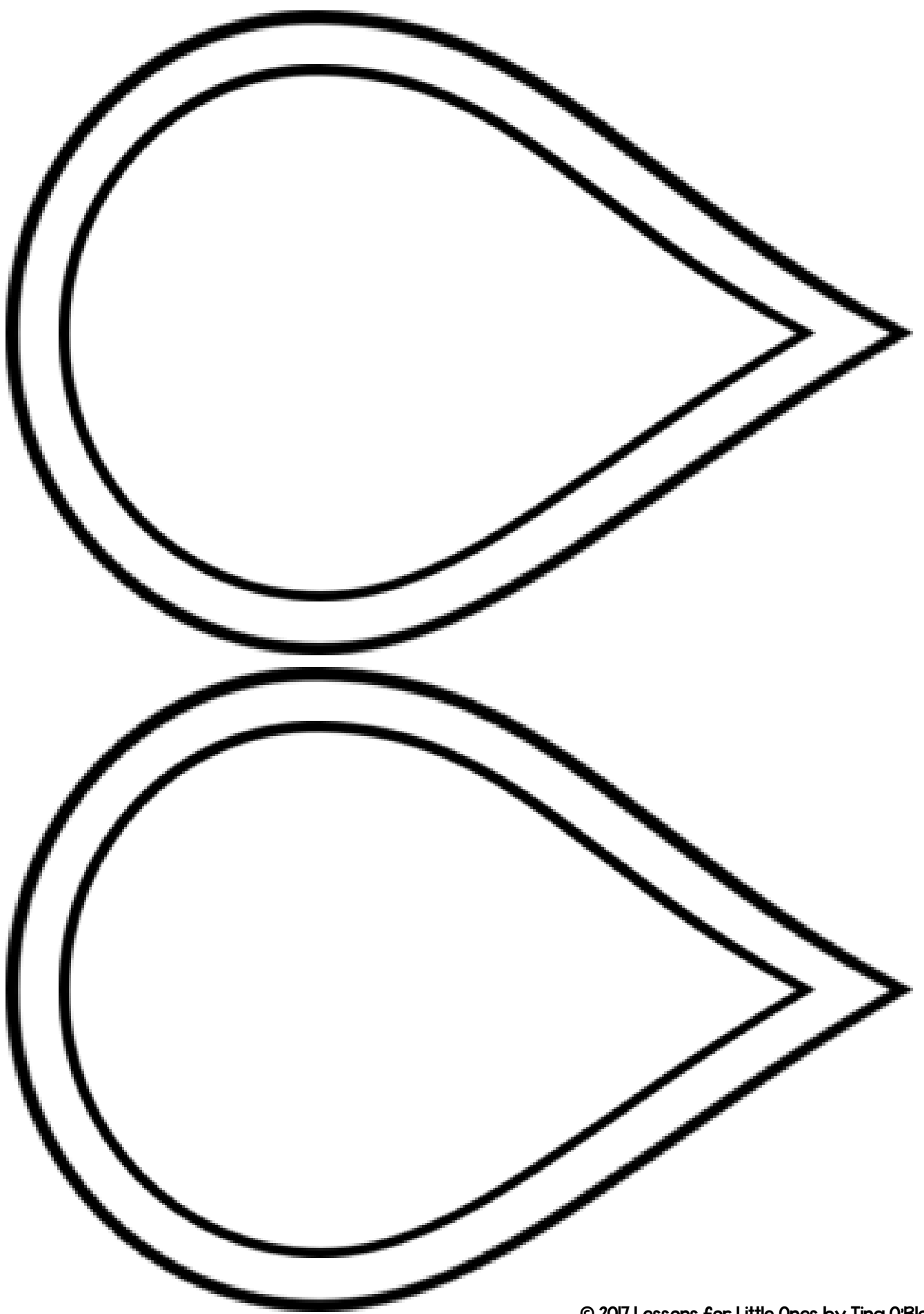


Give each student a raindrop, watered down glue, a small paintbrush, and tissue paper squares. Have them turn over their raindrop (they will be gluing the tissue paper to the back). Then, have them use their paintbrush to put some of the watered down glue on the wax paper and place the tissue paper squares on the glue, filling the entire raindrop.



Allow to dry and hang them on your windows or from your ceiling.





# Puffy Paint Raindrops

Create 3D raindrops with puffy paint!

To create puffy paint you will need:

Glue  
shaving cream,  
blue food coloring

Mix equal amounts of glue and shaving cream. Separate into 2 batches. Leave one batch white for clouds. Place a few drops of blue food coloring in the other batch and mix.



Give each student a piece of construction paper. Allow them to paint white clouds at the top and then dab the blue puffy paint on the paper for rain. They dry puffy and textured.



# Rainy Umbrella Art

The rain can create beautiful umbrellas! Fold a coffee filter in half for each student. Allow them to decorate the filter with washable markers or dot painters.



Place them outside and allow the rain to mix and blend the colors.



Bring them inside to dry. Have students cut out umbrella handles from construction paper or bend a pipe cleaner in the shape of a handle and glue it to their dried umbrella top.



## Splatter Paint Rain

Have students draw a picture of something they like to do on a rainy day.



To make rain for their picture, have them splatter paint it by dipping a toothbrush or paintbrush in watered down blue paint then running their thumb across the bristles. This makes the paint spatter onto their picture and create the appearance of raindrops. You may also use a ruler or craft stick in place of their thumb.



Allow the pictures to dry.





## Counting Raindrops Math Activity

For this activity students will collect raindrops on a sheet of construction paper and then circle and count them. To begin, give each student a sheet of light colored construction paper. Take them outside while it is raining or have them stand at the door and extend and hold their piece of paper out in the rain. Have them hold out their piece of paper for a set time depending on the counting ability of the students and how hard it is raining. Younger students should be about 5 seconds, older students can go up to 30 seconds.



Quickly have students circle all the raindrops on their paper before they dry.



Next, have the students count how many raindrops hit their papers and write the number. Compare and contrast the numbers, use the numbers to practice greater than, less than, equal to, or graph the results.

Sing this twist on the popular song "Rain, Rain, Go Away"

Rain, rain, go away.

Come again another day.

(insert your name)'s class wants to play.

Rain, rain, go away.

Rain, rain, go away.

Come again another day.

(insert a student's name) wants to (have them name something they would like to be doing outdoors).

Rain, rain, go away.

Take turns inserting students' names. When their name is called have them state what they wish to be doing outdoors at the appropriate place in the song.

### **Book List:**

The Snowflake: A Water Cycle Story by Neil Waldman

All the Water in the World by George Ella Lyon

Magic School Bus: Wet All Over by Joanna Cole

The Little Raindrop by Joanna Gray

I Get Wet by Vicki Cobb

Water is Water by Miranda Paul

Otto's Rainy Day by Natasha Yim

Rain by Peter Spier

The Rain Came Down by David Shannon

Rain by Manya Stojic

In the Rain with Baby Duck by Amy Hest

Here Comes the Rain by Mary Murphy

Rain or Shine by Dandi Daley Mackall

# credits

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