

**Weekly Lessons/Overview and Goals:**

**TEKS:**

4.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

4.8A measure, record, and predict changes in weather (S)

4.8B describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process (S)

**Unit 7 Vocabulary:**

Evaporation

Condensation

Water cycle

Runoff

Accumulation

Weather

Map key

Pattern

Prediction

Cold front

Warm front

Weather map

Air mass

**Essential Questions:**

1. What is the water cycle?
2. How does water move through the water cycle above and on the surface of the Earth?
3. Which tools can be used to gather weather information and how should we record the data?

4. Why do meteorologists track weather over long periods of time?

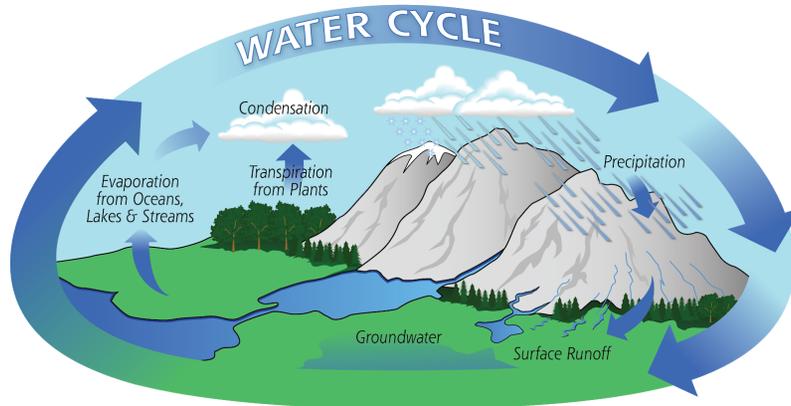
**Monday:** Student Holiday - Teacher Work Day

**Tuesday:** What is the water cycle?

1. How old is this water? \*All water is in a cycle. All water that has been on the Earth is still here. Most water is in the oceans.
2. Intro words: water cycle, sun, evaporation, condensation, precipitation, accumulation/collection. Begin building the [word wall](#) with the class. Students will receive a copy of the wall diagram. Build with the pictures on your wall so it matches theirs. Students will receive a ziploc with beads to help you build.
3. Observe evaporation as a demo, you can use a ziploc.
  - Students will copy science vocabulary from [STEM scopes](#) into their notebooks. You can write the words on the board or share it on google classroom
  - Review the water cycle with students today -- Options listed below
    - [StudyJams: Weather and Climate](#) (free)
    - [StudyJams - Water Cycle](#) (free)
    - [Connect2Texas Programs](#)

**Wednesday:** What is the water cycle?

- Students will diagram the water cycle.



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- [Build a classroom water cycle model for students to monitor for the remainder of the unit.](#)
- Begin building your word wall, using the water cycle key vocabulary:
  - [Word Wall](#)
  - [What the word wall will look like](#)
  - [Template for wall](#)

**Thursday:** Review what we know. Students will read the Stemscoptes pedia reading. Students will then complete the diagram on the water cycle for a grade.

[Reading](#)

[Diagram](#) - Melinda sent to print services

**Friday:** Two Options for today

\*ALL do the KIM chart for their notebooks.

Option 1:

[Stemscope: Virtual Investigation - Water Cycle](#)

Re-investigate the water cycle online

Option 2:

- [Read A Drop Around the World](#)
- [Discuss the story and have students write a creative story about their drop of water and where it traveled](#) (Melinda sent to print)

**Differentiation:** A variety of activities (application, concrete, and kinesthetic) will be incorporated into both days to engage all learners. Kagan structures will be introduced the first week of school.