

Second Grade – *Water Dance* – FOSS Science connection: Liquids and Solids

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Background: Students will have completed the Liquids and Solids FOSS kit. The goal of this lesson is to concepts of this kit to learn the water cycle.

1. Introduction:

- Ask students to close their eyes and play ocean music or a rain stick. What is that sound?
- Raise your hand if you have seen a rainbow? Whisper to your neighbor one color you saw in the rainbow. What is needed to make a rainbow?

2. Objectives (and State Standards Performance Objectives):**The students will:**

1. Draw the water cycle.
2. Label their drawings.
3. Use their scientific illustrations to retell the water cycle.

AZ State Standards/Performance Objectives:**Language Arts – Reading: Strand 2: Comprehending Literary Text– Concept 1: Elements of Literature**

PO 3. Sequence a series of events in a literary selection.

Standard 1: Listening and Speaking

• Use effective vocabulary and logical organization to relate or summarize ideas, events and other information. (LS-F1)

Science – Strand 2: History and Nature of Science – Concept 2: Nature of Scientific Knowledge

Describe relationships among parts of a familiar system (e.g., a bicycle, a park, a clock). (SC1-F4)

PO 1. identify parts of a familiar system

3. Presentation and Modeling:

- Identify the author/illustrator of the *Water Dance* (Thomas Locker).
- One educator will read while the other models the hand movements for student participation.
- Model collaboration to retell and draw the water cycle.
- Discuss placement of sun and rainbow.

4. Guided Practice:

- Students will use blue crayons to draw the water cycle.
- Educators will monitor students' work.
- Students will label the parts of the cycle in pencil.
- Ask students to retell the water cycle to an adult before receiving colored crayons to draw in the sun and a rainbow. Label them as well.

5. Review and Assessment:

- Check spelling and trace pencil with black marker.
- Students will retell the water cycle to a peer and/or an adult.
- Display students' water cycles.

Bridge: Students will apply sequencing skills in another literary selection.