

The Water Cycle in Rounds

Third Grade

Adapted by M. Goldman

Core Subject Area

Science

Art Forms + Elements

Music

MSCCR Standards

E.3.9.3 The Earth's land can be situated above or submerged below water. Water in the atmosphere changes states according to its interactions with various Earth components, both living and nonliving. The downhill movement of water as it flows to the ocean shapes the surface of the land.

MSCCR Creative Arts Standards

Mu: Cr2.1.3 Organize and develop artistic ideas and work. Select and develop musical ideas for defined purposes and contexts

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe a connection to a specific purpose and context.

Duration

45-60 minutes

Objectives

TSW label the parts of the water cycle.

TSW sing the water cycle song in rounds.

Materials Needed

Water cycle worksheet to label with students.

Prior introduction to the parts of the water cycle.

Song sheets

Vocabulary-

water cycle

precipitation

evaporation

condensation

vapor

round

forte

piano

Lesson Sequence

1. Introduce the water cycle and meanings of the science vocabulary words.
2. To help you remember the order of the cycle, we will sing “Water Travels in a Cycle” to the tune of She’ll Be Coming Round the Mountain. (Song sheet included)
3. The teacher will help students become familiar with the song after a couple of practices. Students will need to be confident.
4. The teacher will explain that in different areas of the world, the water cycle may be at different stages. For example, it could be precipitating in our town, yet evaporation may be happening in California. The water cycle remains the same everywhere but is at different stages. Songs can be sung like this. The words and melody do not change, yet they may be at different stages - when sung in a round.

5. The teacher will divide students into 2 groups and have them sing the water cycle song in a round. Group 1 will begin, and when they have completed the second line, the next group will begin at the beginning. (Add a student conductor to help the second group know when to come in.)
6. The teacher will reinforce that the song doesn't change; it just starts at a different time- just like the water cycle.
7. If willing, divide into three groups then give it a try or save for the following day.

Extended Learning Activities

Add dynamics such as soft- piano (whisper-like) and loud -forte with vocabulary words like precipitation can often be loud, and condensation can be soft (quiet).

Sources:

Water Cycle song- I did not create it, but have heard and used it for years.

<https://youtu.be/7wRTyRWORS4>