

**LESSON: Water Cycle Drama****GRADE: 3****OBJECTIVES:****English Language Arts**

- **RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.

**Physical Education**

- **Standard 6.** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**MATERIALS:**

- Book; *Bringing the Rain to Kapiti Plain*, Verna Aardema
- Chalkboard or whiteboard
- Paper & pencils
- Poster of water cycle

**PRESENTATION:**

Read *Bringing the Rain to Kapiti Plain*. Ask students to describe or define “drought” and where it might occur frequently. What are some of the terrible things that start to happen when no rain comes in both stories? In what ways is water vital to living things? How was the topic of drought treated differently in both stories? Do we ever have drought here in the Midwest? A book or video could be added to show the dust storms of the 1930’s in the US. What can we do to conserve water?

**DIRECTIONS:**

1. Illustrate on poster or board the water cycle: water falls from the clouds as rain and is then evaporated from the land, plants, animals, rivers and lakes by the sun’s energy. This water then condenses as clouds that rain down on the land once again. The surface water that collects in lakes, ponds, rivers and wetlands is full of life: plants and animals depend on these habitats to live. Discuss with students how the authors used reasons and evidence such as the water cycle in the stories used for this lesson.

2. Explain that we will be creating a story about a drought. Our story should include conversations with animals, birds, fish, plants, rocks, trees and other earth inhabitants. Start with “Once there was a drought.....” and write students ideas down on chalkboard, whiteboard or large tablet.
3. When story is complete, students can take turns reading parts of it to other classes.

**Garden Unit Directions:** Hold a discussion about rain, drought, problems and solutions as related to the garden. Encourage students to include feelings about the stories and how they experience drought in their garden -if this is the case.

- What is drought?
- Does Iowa experience drought?
- How has it or how could it affect the garden?
- How do you feel about the stories?
- What are ways we could make our garden more resilient to drought?

**Physical Education Directions:** Have students act out the story as a play to be performed for other classes.

**TIME:**

60 minutes, plus additional  
time to read or perform