

SPECIAL ED

WATER CYCLE



INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves looking at plants on our walks. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

Water Cycle Unit

By
Christa Joy
Special Needs for Special Kids



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Table of Contents

Pages	Activity
4-5	Vocabulary board
6-9	Vocabulary cards
10-18	Vocabulary cut and paste
19-27	Circle maps
28-33	Label the steps in the cycle worksheets
34-40	Sudoku puzzle
41-45	Cloze worksheets
46-58	Assessment
59-60	Terms of Use

Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint **(this is the book in the lesson plan)**
- Voice recorded PowerPoint
- Activities in black and white

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This unit contains almost 100 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

This unit comes in 2 separate files, one in color and one in black and white.

Water Cycle Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities*: Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	7	<ul style="list-style-type: none">• Book• Vocab cards activity• Labeling parts of the water cycle
2	<ul style="list-style-type: none">• Book• Vocab cards activity• Circle map	8	<ul style="list-style-type: none">• Book• Vocabulary cut and paste
3	<ul style="list-style-type: none">• Book• Vocab cards activity• Labeling parts of the water cycle	9	<ul style="list-style-type: none">• Book• Vocabulary cut and paste
4	<ul style="list-style-type: none">• Book• Vocab cards activity• Labeling parts of the water cycle	10	<ul style="list-style-type: none">• Book• Vocabulary review• Close worksheet
5	<ul style="list-style-type: none">• Book• Vocab cards activity• Labeling parts of the water cycle	11	<ul style="list-style-type: none">• Book• Vocabulary review• Close worksheet
6	<ul style="list-style-type: none">• Book• Vocab cards activity• Labeling parts of the water cycle	12	<ul style="list-style-type: none">• Assessment

The lesson plans contain:

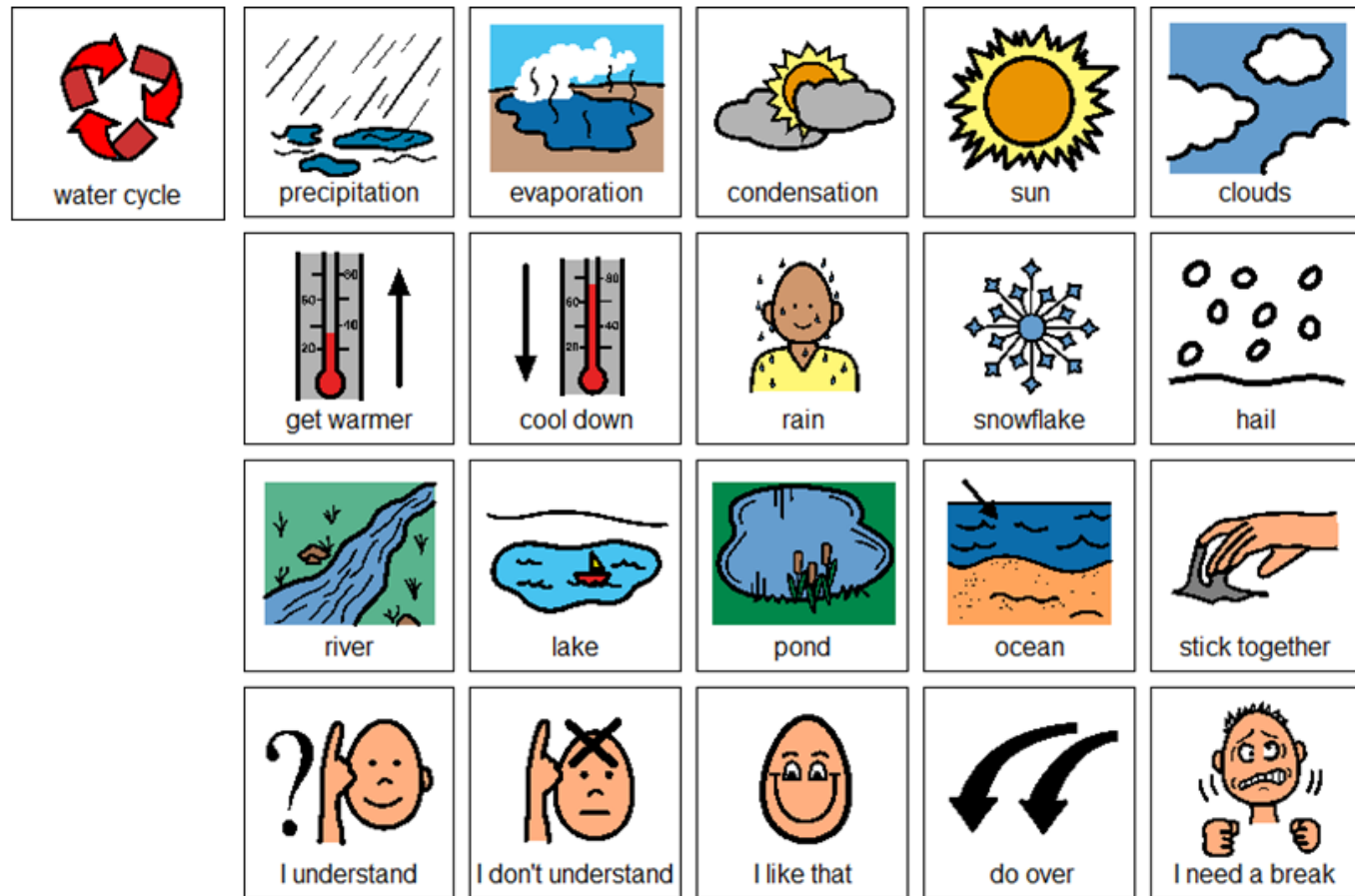
A quick look at what you will do each day

Day 4

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary Speed matching (15 minutes)	<ul style="list-style-type: none">• Place one set of cards in the middle of the table• Hold up a card and see who can find it first• Have student identify as much on the card as they can once they find it	<ul style="list-style-type: none">• Vocabulary cards (2 sets)• Vocabulary board
Water cycle worksheet review (5 minutes)	<ul style="list-style-type: none">• Review the worksheet completed yesterday	<ul style="list-style-type: none">• worksheet completed yesterday
Parts of the water cycle labeling worksheet (10 minutes)	<ul style="list-style-type: none">• Complete the next worksheet• Use color coding where needed	<ul style="list-style-type: none">• worksheet• Scissors• Glue• Crayons or markers
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their finished water cycle	<ul style="list-style-type: none">• Completed worksheet• Communication devices
Essential Questions	<ul style="list-style-type: none">• Focus on one part of the water cycle and ask as many questions about that one part you can think of.• Provide lots of examples and pictures if you can find them.• Do you see any differences in the 2 worksheets?	

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a
vocabulary board.

Vocabulary boards are great
for ALL students to assist with
participation and engagement
in group discussions.

Tips on how to use in the unit!!

Evaporation is when the heat from the sun heats up the water on the Earth and causes it to turn into gas.



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As the water vapor or gas cools down, it forms a cloud.



This is called **condensation**.

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There is a book with this unit using simple text and photos. It is 19 pages and is an overview of the water cycle.

Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)

sun

Very important in the water cycle.
Heats the water and turns it into a gas.



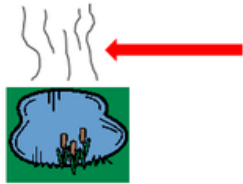
clouds

Where water vapor sticks together and forms a liquid



water vapor

Water in the form of a gas.



rain

Liquid form of precipitation.



evaporation

Sun heats the water and turns it into a gas



condensation

Water vapor cools in clouds making them heavy



precipitation

Liquid in the form of rain, snow, or hail that falls from the sky



Water cycle

Rain falls, collects, gets heated by the sun and evaporates to condense in clouds.



There are 10 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

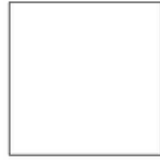
evaporation

Sun heats the water and turns it into a gas



condensation

Water vapor cools in clouds making them heavy



precipitation

Liquid in the form of rain, snow, or hail that falls from the sky



Water cycle

Rain falls, collects, gets heated by the sun and evaporates to condense in clouds.



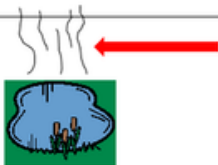
sun



clouds



water vapor

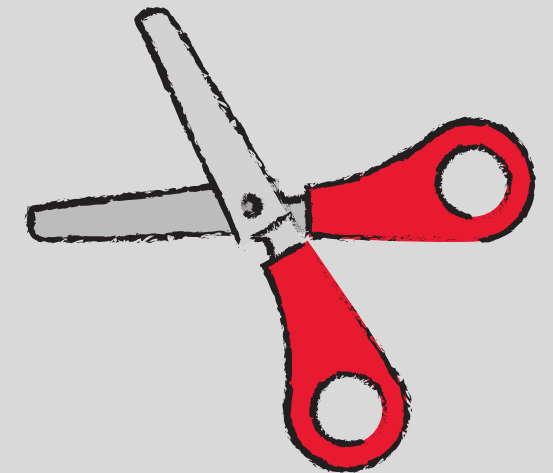


rain



Where water vapor sticks together and forms a liquid.	Liquid in the form of rain, snow, or hail that falls from the sky.
Sun heats the water and turns it into a gas.	Liquid form of precipitation.
Frozen form of precipitation.	Very important in the water cycle. Heats the water and turns it into a gas.
Water vapor cools in clouds making them heavy.	Precipitation that leaves the ground as liquid and freezes on water on Earth.
Water in the form of a gas.	Rain falls, collects, gets heated by the sun and evaporates to condense in clouds.

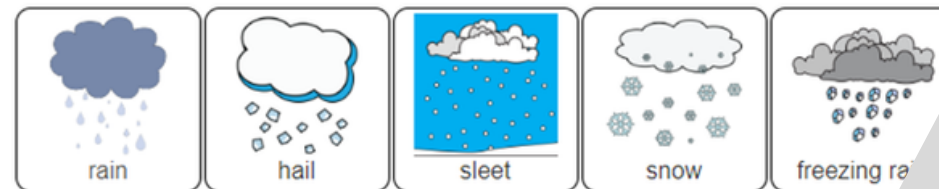
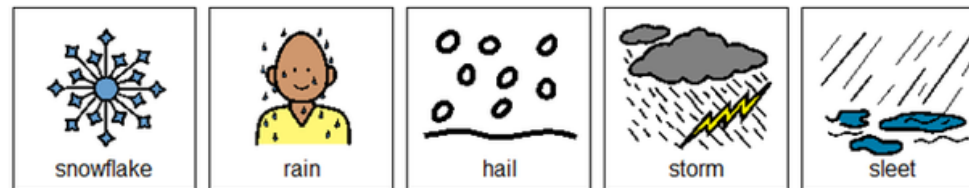
There is an activity where students will match the picture to the definition and the definition to the picture.



Forms of precipitation

Errorless version

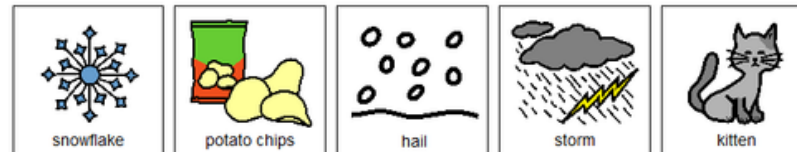
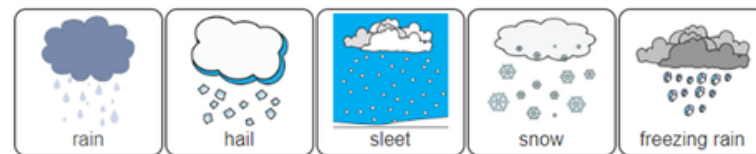
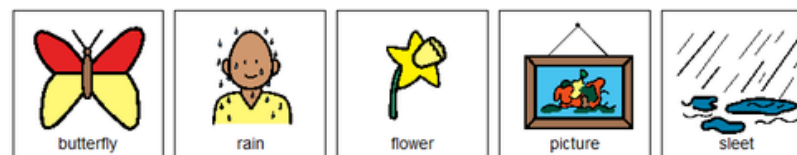
Cut out pictures and place in circle map on previous page.



Forms of precipitation

Errorless version

Cut out pictures and place in circle map on previous page
ONLY IF they are forms of precipitation.

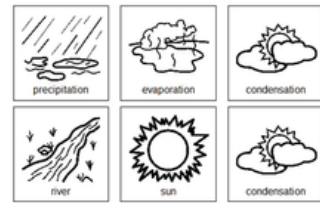
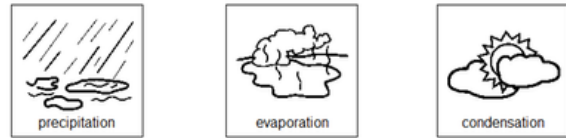
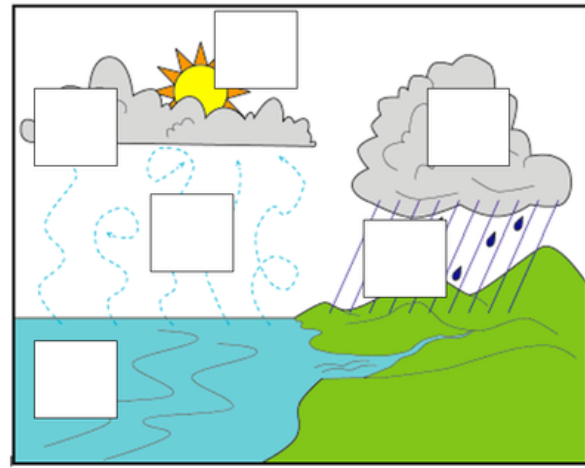
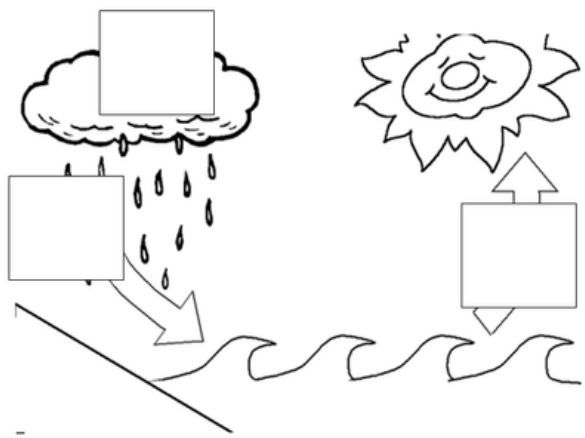


There are 2 circle maps. One on forms of precipitation and one on bodies of water.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

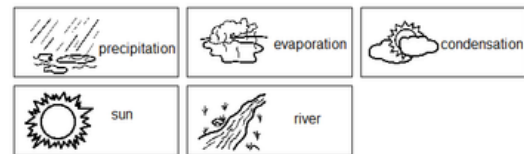
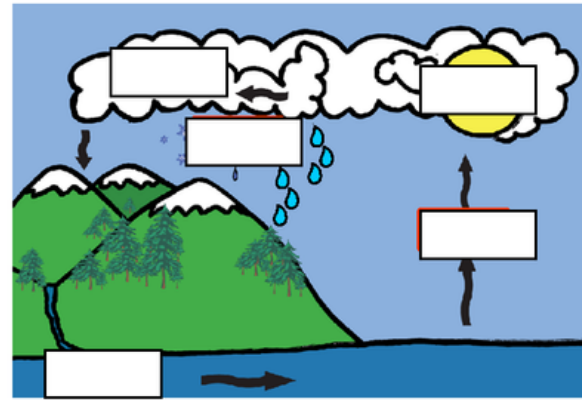
- One is errorless
- One has wrong answers mixed in students will have to set aside





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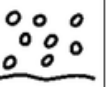






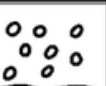







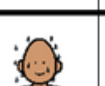

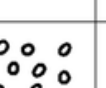

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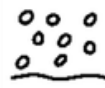



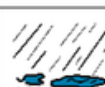






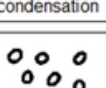
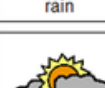


There are 5 labeling activities where students can label the steps of the water cycle. Suggestions for differentiation are included.

Water Cycle


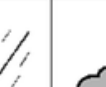






 evaporation	 hail	 condensation			
 snow	 precipitation	 rain	 evaporation		 hail
 hail	 rain	 precipitation	 condensation	 snow	 evaporation
 condensation				 precipitation	
			 rain		
 rain				 hail	 snow

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

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 evaporation	 hail	 condensation	 snow
 rain	 precipitation	 evaporation	 snow
 condensation	 rain	 evaporation	 snow
 hail	 condensation	 precipitation	 precipitation

Water Cycle

 precipitation	 condensation		
 evaporation	 water cycle	 precipitation	
 condensation			 evaporation
			 evaporation

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There are 2 Sudoku puzzles (6x6 or 4x4) in this unit as well. This is a great way to work with the new vocabulary!!

Because this unit is for younger students, there is just one, 4x4 puzzle. An answer key is included.



Water Cycle

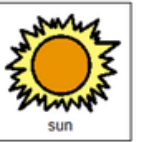
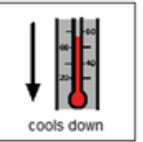
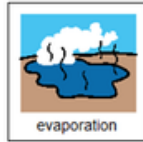
1. The water cycle has steps.

2. The is important for turning water into a gas.

3. is when rain turns into a gas.

4. The gas goes up into the .

5. Once in the sky, the gas .



Water Cycle

6. The cooled water condenses and forms .

7. Once the clouds get too the liquid falls to the Earth.

8. What falls from the sky is called .

9. When it is really cold, the precipitation may be .

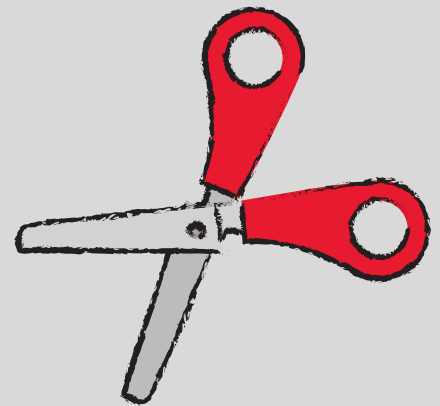
10. The precipitation can fall on the Earth in many

ways, like

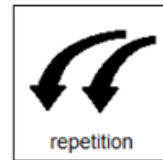
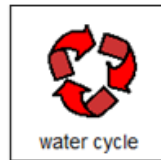


Close worksheets are a great informal assessment. There are 2 worksheets that review facts from the book.

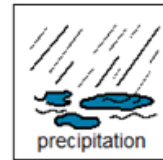
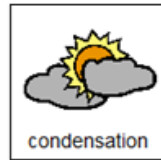
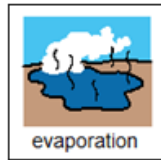
Answer key included.



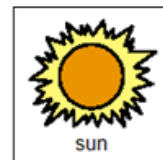
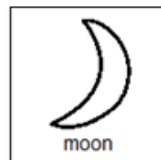
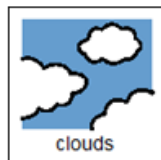
1. This is the cycle of condensation, evaporation and precipitation.



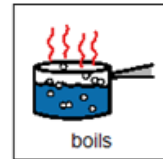
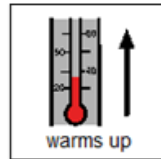
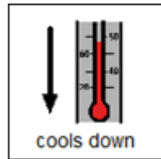
2. When the water in the ocean goes back into the sky, this is:



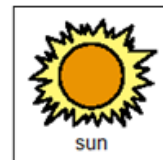
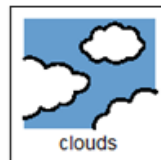
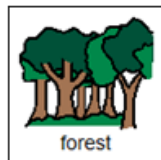
3. The main source of energy for the water cycle is the:



4. Once the evaporated water goes up into the sky, it:



5. Condensation occurs in:

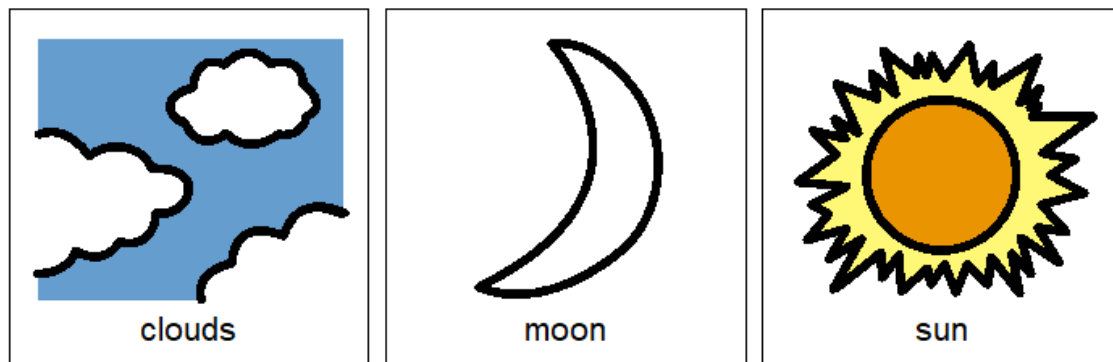


FINALLY the assessment!! There are 3 versions. This version has **10 questions** with 3 picture choices for each question.

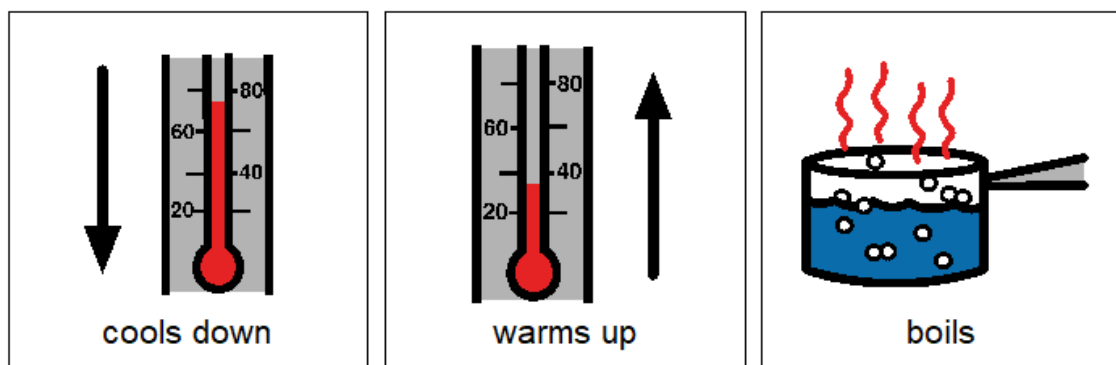
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 3



Q 4



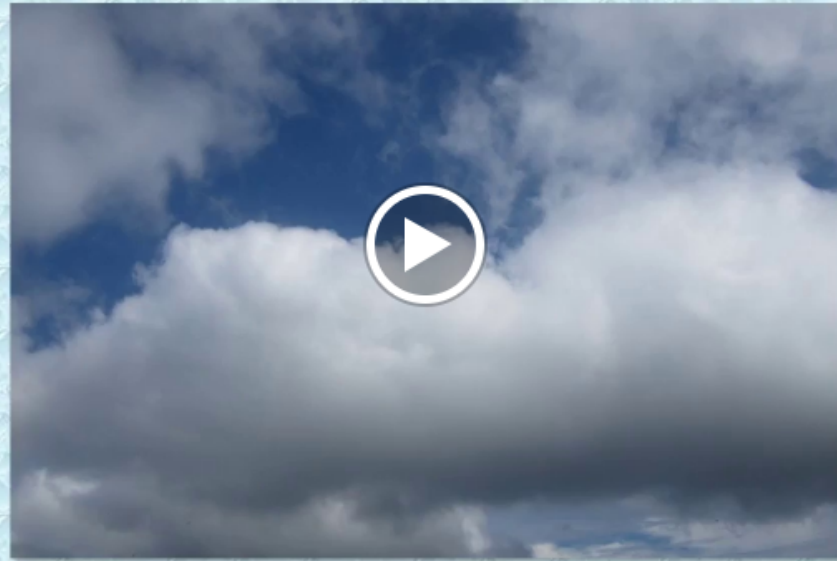
With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. This is the cycle of condensation, evaporation and precipitation.
 - A. Recycle
 - B. Water cycle
 - C. Repetition
2. When the water in the ocean goes back into the sky, this is:
 - A. Evaporation
 - B. Condensation
 - C. Precipitation
3. The main source of energy for the water cycle is the:
 - A. Clouds
 - B. Moon
 - C. Sun
4. Once the evaporated water goes up into the sky, it:
 - A. Cools down
 - B. Warms up
 - C. Boils
5. Condensation occurs in:
 - A. Forest
 - B. Clouds
 - C. Sun
6. This falls from the sky when the clouds get too heavy:
 - A. Sun
 - B. Leaves
 - C. Precipitation

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

Listen to the
book read
aloud

As the water vapor or gas cools
down, it forms a cloud.



This is called **condensation**.

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*This unit also has
digital activities.
There is a movie
version of the
books students
can listen to read
aloud.*

1. This is the cycle of condensation, evaporation and precipitation.



recycle



water cycle

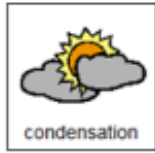


repetition

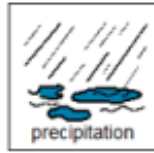
2. When the water in the ocean goes back into the sky, this is:



evaporation



condensation



precipitation

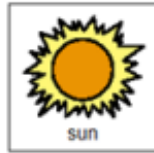
3. The main source of energy for the water cycle is the:



clouds

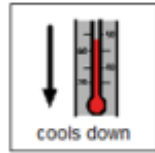


moon

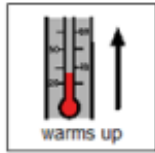


sun

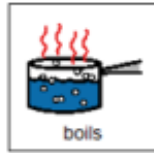
4. Once the evaporated water goes up into the sky, it:



cools down



warms up

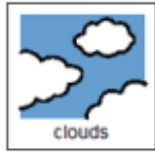


boils

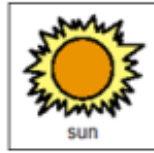
5. Condensation occurs in:



forest



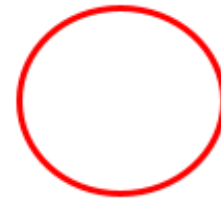
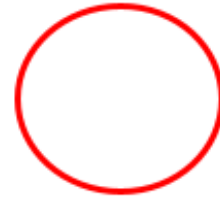
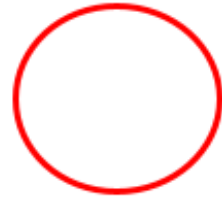
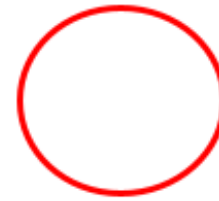
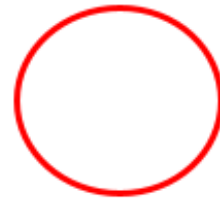
clouds



sun

Circle the correct answer.

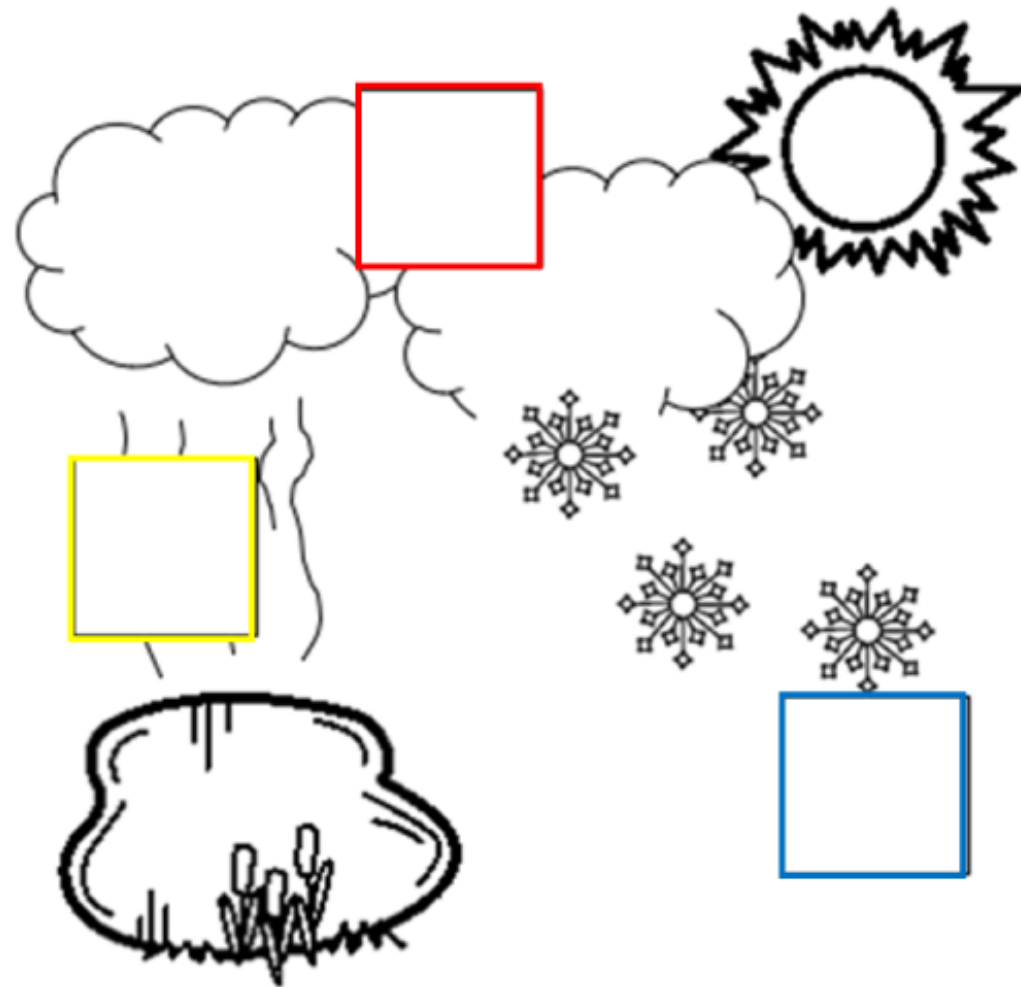
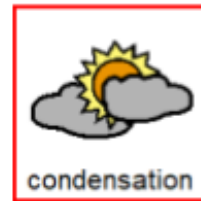
Day 10



The digital activities have students click and drag their answers.

Day 7

Label the parts of the water cycle.



There are 2 sets of slides. One set has color-coding for more support.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- *12 days of lesson plans*
- *Water Cycle activities in color*
- *Water Cycle activities in black and white*
- *Voice-recorded PowerPoint show*
- *The Water Cycle book (PowerPoint) to use with activities*
- *Links and directions to digital activities*