Georgia Performance Standards

SCIENCE
GRADE 4
S4E3: Students will differentiate between the states of water and how they relate to the water cycle and weather.
   a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.
   d. Explain the water cycle (evaporation, condensation, and precipitation).
   e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).

THEATRE ARTS
GRADE 4
TAE4.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

National Standards

SCIENCE
NS.K-4.4: As a result of activities in grades K-4, all students should develop understanding of:
   • Changes in Earth and Sky

THEATRE ARTS
Standard 2: Acting by assuming roles and interacting in improvisations
Standard 5: Researching by finding information to support classroom dramatizations

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.
Students will examine the parts of the water cycle. After a group of three students demo the water cycle with sounds and movements, the class will break up into groups to enact each part of the cycle as well as attach vocabulary inherent to each section. The room will buzz with the water cycle coming to life as the students learn facts in a kinesthetic fashion.

Essential Question: How can the process of acting increase comprehension in other subject areas?

Materials:
- 10 sets of photos of the 4 stages in the water cycle (Condensation, Evaporation, Precipitation, Collection)

Vocabulary:
- Water Cycle
- Condensation
- Evaporation
- Precipitation
- Collection

Activity:
1. Have groups show their cycles to the rest of the class.
2. Then have them attach the appropriate vocabulary to their part.
3. Have other students guess.
4. Ask students to act out the method without using sound or words.

Water Conservation
- Conservation – using resources wisely
- Water is essential for the life of every organism on our planet. We use reservoir water for recreation and irrigation before it is cleaned and used to produce hydroelectric power as it is drained from a reservoir. We use clean water in our homes for drinking, cleaning, our bodies, dishes, and laundry. As individuals, we use large amounts of water. It is estimated that the average American uses around 180 gallons of water a day.

Using resources wisely:
The following is a list of water conservation ideas:
1. Avoid watering the lawn or garden between 10 am and 6 pm.
2. Take shorter showers.
3. Wash your car over the lawn instead of the driveway.
4. Turn off the water when brushing teeth.
5. Use waste water from cooking to water plants.
6. Run the dishwasher and clothes washer only when full.
7. Keep water in the fridge for cold water.
8. Fix leaky faucets and hoses.
9. Do not use the toilet as a garbage can.

Water Conservation Charades:
- Have students come up one at a time and pick a card.
- The cards list the above conservation methods.
- Ask students to act out the method without using sound or words.
- Have other students guess.

Assessment:
- Students should accurately identify the key components of the water cycle.
- Students should accurately match vocabulary words with stages of the water cycle.
- Students should state why water conservation is important in relation to the water cycle.
- Students should demonstrate an understanding that water conservation is an act of stewardship for the Earth.