

# Lesson Template

## MUS 207

### Demographic Data

Title of Lesson:	It's Raining, it's Pouring
Grade Level:	5
Main Subject:	Science
Additional Subjects Integrated:	Music
Time Required:	30 minutes

### Standards and Benchmarks: (Classroom Standards & MUSICAL Standards)

NGSS 5.1.1	Use an appropriate model (e.g., drawing, equation, computer program, diagram, or 3-D device) to convey scientific information.
MU:Pr6.1.5a	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation

### Objectives

**I Can:** I can draw a model of the water cycle, using 4 key words  
I can perform a musical piece that sounds like rain and thunder, with appropriate interpretation.

### Assessments-How will students demonstrate their knowledge to you?

Students will create a model of the water cycle, by the end of the lesson.

Students will perform a musical piece (Rain and Thunder sound activity), while properly interpreting the sounds with their hands and feet.

**Materials:** Sticky Notes, Anchor Chart, Jar/Vase, Shaving Cream, Water, Blue Food Coloring, Square pieces of paper, Crayons, List of 4 key words, Model drawing example.

Loud Thunder Heavy Rain Sounds 3 Hours- <https://www.youtube.com/watch?v=ycEd9qFmXVE>

### Anticipatory Set (Introduction-Should grab the students' attention & focus them on what is to be learned for the day)

Teachers will lead students in the Rain and Thunder sound activity.

-Students will stand in a line

-The teacher will go back and forth down the line adding and changing the elements the students are performing to sound like rain:

-Rub hands together slowly

-Rub hands together faster

-Snap fingers

- Pat lap slowly
- Lean forward and pat lap faster
- Half/third of the class jumps as the teacher points to them
- Reverse to stop the storm

**Procedures / Instructional Strategies: INCLUDE any QUESTIONS that you will ask!**

Next, the teachers will ask questions and have the students stand on one side of the room or the other based on their response.

- “Do you like getting wet in the rain?” Yes/No
- “Do you like hearing the rain?” Yes/No
- “Do you like the smell of the rain?” Yes/No

Students will go back to their seats and answer the following questions on sticky notes that will be placed in the board. “You are getting two sticky notes, put your name on one and hang on to the other.”

- “Is there always water in clouds, even if it’s not raining?” (Yes and No columns on the board)
- After asking the question students can put their name sticky in the column they agree with.
- “Name as many places as you can that water evaporates from.” (Third column on the board)
- Students will add the second sticky to the 3<sup>rd</sup> column.

Teacher will go over the basics of the water cycle using an anchor chart. The 4 main vocabulary words will be condensation, precipitation, evaporation, and accumulation. (This is a review/intro to the water cycle, since has 5<sup>th</sup> graders they will have talked about this concept previously)

- The 4 vocabulary words will be covered.
- “Who can tell me another word for when it rains?” Precipitation
- “We also have a scientific word for how water gets from the ground, rivers, and oceans back into the clouds. What is it?” Evaporation “This is what happens when the sun heats up the water and turns it into steam or vapor.”
- Evaporation- “Lets talk about some of your ideas of places water can evaporate from.” Teachers will discuss the sticky notes in the third column.
- “When it rains, water gathers in different areas. The word we are going to use for that is Accumulation. What are some different places water can accumulate?” (oceans, rivers, puddles)
- Further discussion for an answer of “on the ground”—“What do we call water the accumulates in the grass and soaks in?” Ground water
- “There is also a scientific word for water in the clouds. Anyone remember what that word is?” Condensation “This is when the steam and vapor turns back into a liquid, which we see as clouds.”
- Further discussion—“Let’s take that one step further. I want you to try to remember what you learned in 4<sup>th</sup> grade about states of matter; gas, liquid, and solid. When it rains it’s a liquid and when it accumulates on the ground it is a liquid, but when the water evaporates and goes back into the atmosphere it changes to what state?”
- “All of these aspects together, plus a whole lot more, are what make up the water cycle. Earth has a limited amount of water, and the water just keeps cycling through. The water you drank today was here when the dinosaurs were around.”

Students will watch and help teachers demonstrate the clouds raining, in an experiment. “This activity is about precipitation.”

- Teachers will have a jar/vase filled with water
  - Teachers will ask one student to spray shaving cream over the surface of the water
  - Another student will be asked to add drops of blue food coloring to the shaving cream
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-The students will watch as the blue food coloring goes through the shaving cream and begins to rain into the water.

-“What do we see happening when we put the blue food coloring on the shaving cream?”

Students will go back to their desks. Teachers will explain that they must draw a model to represent the water cycle as discussed in the lesson. The anchor chart will be taken down, but the 4 key words that they need to incorporate will be displayed on the board.

-Students will fold their square piece of paper into 4 triangles.

-Each triangle will represent a stage of the water cycle. Students must draw a representation/illustration of each of the 4 key words. They may want to use arrows to indicate the direction to follow (clockwise or counter). The students will put the definitions for the words under the triangle flap.

-Rain/Thunderstorm music will play in the background as students work

## Closure

The teachers will bring students back together for one final review and share. Teachers will pick a couple students who wish to share their model of the water cycle. Teachers will go back to the Yes/No question answered with the sticky notes on the board. “So back to the Yes/No question; based on what you learned and saw in the experiment, do you all still agree with your answer that there is always water in the clouds, or do you want to change your answer.

## Adaptations / Modifications

Specialty Area	Type your modifications and adaptations in this section.
Gifted	Students will be asked to review an extra word list and incorporate those words into their model.
Academically Challenged	Students may work with a partner or one-on-one with a teacher.
Sight Impaired	Students may sit closer to the front or have notes printed off for them in a larger font.
Hearing Impaired	Students may sit near the front or have notes printed off for them.
Behaviorally Challenged	Students will be asked to sit near the teacher. The teacher will find an appropriate seating arrangement for the student to succeed.