



Texas School for the Blind and Visually Impaired

Instructional Resources Library

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, TX 78756

Super Science: The Water Cycle

Age(s) / Grade Level(s): Elementary

Subject(s): Science

Length of time: 45 minutes

TEKS or IEP Goals

The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:

- (A) ask questions about organisms, objects, and events during observations and investigations.
- (B) plan and conduct descriptive investigations.
- (C) collect data from observations using scientific tools.
- (D) record and organize data using pictures, numbers, and words.
- (E) communicate observations and justify explanations using student-generated data from simple descriptive investigations; and
- (F) compare results of investigations with what students and scientists know about the world.

Objectives

Students will:

- Increase knowledge of states of matter.
- Develop ability to create and interpret scientific models.
- Strengthen ability to follow the scientific method.

Materials/Accommodations Needed (consider students who are Emergent Bilingual)

- Ice trays with frozen water
- Water cycle diagram with braille and/or tactile labels
- Previously created “volcano” models
- Alka-Seltzer tablets (individually packaged)
- Small cups of water
- Visuals, gestures, and sentence frames for key vocabulary (e.g., evaporation, condensation, precipitation)

“Super Science: The Water Cycle”

Updated: February, 2026 | Instructional Resource Library

Page 1 of 3

Lesson/Activity Sequence

Engage (Hook/Welcome)

- Ask students: *“Would you rather be able to fly on a cloud or explore a volcano?”* Allow for short sharing.

Explore (Hands-On with Ice)

- Have students get their ice trays. Ask them to describe what they feel and what they notice about the frozen water.
- Guide discussion: *“What happened to the water?”* Introduce the term **evaporation** and explain that heat causes liquid water to change into gas.

Explain (Water Cycle)

- Review the stages of the water cycle using movement:
 - Students pretend to be water drops in a lake.
 - The sun warms them → they “evaporate” into the air.
 - They join other drops to form a cloud (**condensation**).
 - When the cloud is heavy and cools, the water falls as rain (**precipitation**).
- Students label the stages on the water cycle diagram using braille/tactile or printed labels.

Elaborate (Volcano Investigation):

- Remind students of yesterday’s Alka-Seltzer and water-in-a-bag experiment.
- Ask: *“What do you predict will happen when we add water to the volcano?”*
- Students carefully break tablets if needed and place one into the volcano.
- Have them drip a small amount of water into the opening and observe.
- Discuss: *“What do you notice? How is this like or different from yesterday’s experiment?”*

Reflect and Connect

- Facilitate discussion on how these investigations connect to the scientific method: observation, prediction, testing, and sharing results.
- Reinforce vocabulary and connections between states of matter, the water cycle, and chemical reactions.

Assessment

- Accurate placement of vocabulary labels on the water cycle diagram.
- Student ability to make predictions and connect observations across investigations.
- Final quiz on states of matter, water cycle, and scientific method steps.

General Notes/Reflections for After Lesson

- Student engagement during movement and hands-on activities.
- Effectiveness of supports for Emergent Bilingual learners.
- Adjust pacing as needed for the volcano experiment.

“Super Science: The Water Cycle”

Updated: February, 2026 | Instructional Resource Library

Page 2 of 3

Next Steps/Lesson

- Extend to real-world applications: How does the water cycle affect weather?
- Introduce solids, liquids, and gases beyond water (e.g., dry ice, steam, everyday objects).
- Begin building student-created models of the water cycle.