

Louisiana Water Cycle Journey

Adapted from “The Incredible Journey”, Project Wet Curriculum Guide
“Water Wonders”, Project Learning Tree Environmental Education Activity Guide

Objectives:

Describe the journey of a water molecule as it moves around Louisiana.

Teacher Instructions: Options 1 or 2 will achieve the same objective. Teacher may choose to do either or both.

- 1) Whole group - Louisiana water cycle power point – for each picture students will describe the different ways water could have gotten there and the different ways water could go somewhere else. (See power point notes on each slide for suggested answers)
- 2) Game format – Students become water molecules as they move between stations representing the different parts of the water cycle. Every stop on their trip is recorded in a travel journal.

Materials for game format:

Station picture for each part of the water cycle (copy full screen from power point)

- Cloud,
- Ocean
- River
- Groundwater
- Animal/People
- Plant
- Drainage Ditch
- Public Water Supply
- Sewage Treatment

Card stock cube for each section (templates included)

Travel journal handout for each student

Set-up

Place the 9 different station signs in 9 different locations. At each station is the cube that goes with that station

The Game

Tell students that they are going to become water molecules moving through the water cycle. In order to follow their movements, they will write down in their travel journal the different places in the water drop's journey.

Show the students the different station cards and a sample cube that they will roll at each station. They will be randomly assigned where to start their journey so that each

station will have only a few students. They will form a line at the station, then roll the die, write down how and where they are going, and follow the directions to continue their journey. If the cube instructions are to stay at the same station – they will need to go to the end of the line for that station and wait their turn again. Many times water drops stay in one location for a long time, and the game is designed to show that by a higher percentage of “stays” on the cube (such as the ocean). At these stations, student may need to wait longer for their turn, but just like the water molecules – they are “stuck”!

The amount of time spent playing the game could be an allotted time period or when the student’s travel journal is full.

Suggested Classroom Follow-up

Using their travel journal, students can write stories about the places their water drop has been. Students should include descriptions of how the water moved to each location.

My Water Cycle Travel Journal

Station Stop	What happened?	Where next?
Example: Cloud	Fall as rain	Ocean
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		