**The Water Cycle  
Teacher Note-Taking Guide**

Consider using these notes as part of your modeling process. Feel free to add your own notes or modify these as needed to fit your instructional needs.

**Water Cycle Article: Simplified Version**

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| **Paragraph and Specific Text** | **Potential Note-Taking Strategy/Idea** |
| **Paragraph 1**  “Water is generally not created or destroyed.” | Highlight and discuss the idea that all water continually cycles in and around Earth, we will never get new water and water will never truly disappear. |
| **Paragraph 1**  “In the water cycle, water goes from the ocean to the air. Then it falls to the land as rain or snow. Water from the land flows back to the ocean. From there it may return to the air again.” | Draw a small circle in the margins and add arrows to show a cycle. Label the circle in a clockwise direction: ocean, air, rain/snow. |
| **Paragraph 2**  “Heat from the sun helps turn ocean water into water vapor. Water vapor is water that has changed into a gas.” | Highlight, along with highlighting the word “evaporation.”  Discuss that evaporation takes place in other bodies of water as well. If needed, discuss the process of transpiration. |
| **Paragraph 3**  “The water vapor rises into the sky, where it cools off. The cooled water vapor changes into droplets, tiny drops of water. This change is called *condensation*. Clouds are made up of billions of droplets of water. The water in clouds eventually falls as rain or snow.” | Draw a small circle in the margins and add arrows to show a cycle. Label the circle evaporation, condensation, and rain/snow (if your students are ready, use the vocabulary word precipitation instead of rain/snow). |
| **Paragraph 4**  “Water does not always take the same path through the cycle.” | Highlight and discuss various paths water could take through the water cycle. |
| **Paragraph 5**  “Many living things need the water from rain or snow to survive.” | Highlight and discuss how plants and animals rely on the water cycle to survive. |

**Water Cycle Article: Detailed Version**

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| **Paragraph and Specific Text** | **Potential Note-Taking Strategy/Idea** |
| **Paragraph 1**  “The water cycle involves water *vapor* (gas) in the air, liquid water in many bodies of water, and solid water – ice and snow – near the poles and atop high mountains. It also includes water held underground near the surface.” | Highlight and discuss the various states of matter water takes on while it travels through the water cycle (liquid, gas, and solid). |
| **Paragraph 1**  “Not all water follows the same path as it moves through the water cycle.” | Highlight and discuss various paths water could take through the water cycle. |
| **Paragraph 2**  “Energy from the sun drives the water cycle.”  “Air that is saturated cannot hold any more water vapor. When this occurs, clouds form, and eventually the water falls back to Earth as rain or snow.”  “After using water to grow, plants release water vapor back into the air in a process called *transpiration*.” | Highlight as key points in this section.  Discuss the flow of water through the water cycle. Consider taking notes on the back to list the steps (i.e., first, second, etc.) involved in the cycle, if you believe your students need this support. |
| **Paragraph 3**  “There are many pathways for water to follow and many places for water to be stored.” | Highlight and discuss various paths water could take through the water cycle. |
| **Paragraph 4**  “…water may also be stored as ground water in an *aquifer* for tens of thousands of years. An aquifer is a layer or bed of soil and rock that can yield useful amounts of ground water.” | Highlight and discuss how humans have learned to utilize aquifers. |