Integrating the Arts

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By: Natalie Paasch

Title: Water Cycle RAFT

Grade Level: 5th

Subject: Science

Content Covered: Water Cycle

Materials Needed:

* Paper
* Pencil
* Science Textbook
* Storytelling Chair (Optional)

Procedure:

1. Give the students their R:Role which is a water drop, A:Audience which is other water drops, F:From which is a oral story, T:Topic which is a journey through the water cycle.
2. Have the students start practicing telling their story to other students. They may write their story down on paper if they want.
3. Have the students sit in the front of the class in the special storytelling chair and tell their story to the other “water drops”.

Assessment:

Water Cycle Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 | Totals |
| PresentationContent | The student shows knowledge of at least four facts about the water cycle.  | The student shows knowledge of at least three facts about the water cycle. | The student shows knowledge of at least two facts about the water cycle.  | The student shows knowledge of at least one fact about the water cycle. |  |
| Research | The student is on task the majority of the time and takes a least one full page of notes. | The student is on task the majority of the time and takes at least a half page of notes. | The student is either off task the majority of the time or takes less than a half page of notes.  | The student is off task most of the time and takes less than a half page of notes. |  |
| Effort/Creativity | The student answers/asks all his/her questions with complete sentences. The student comes up with all creative questions/answers.  |  The student answers/asks most of his/her questions with complete sentences. The student comes up with some creative questions/answers. | The student either answers/asks most of the questions with complete sentences or comes up with some creative questions/answers. | The student does not answer/ask any of the questions with complete sentences and is not creative with any questions/answers. |  |

Total Score: \_\_\_\_\_\_\_\_\_\_/12

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extensions:

 Have the students go to a younger grade and tell their stories. Draw illustrations for their stories. Turn their story into scenes for a TV show. Act out their stories. A teacher could give different students different roles, audiences, formats, and topics if they wanted to differentiate.

Teacher Comments:

I have taught this lesson giving various roles, audiences, formats, and topics and the students love the amount of choice they get. You will be surprised at the creativity of your students.