

# The amazing adventures of Drop

Students hone their creative thinking and storytelling skills while learning about the water cycle.

**Subject area:**

English

**Year level:**

Year 2

**Learning objectives:**

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example label diagrams.

Curriculum links

<i>Text structure and organisation</i>	ACELA1466
<i>Creating texts</i>	ACELY1672
<i>Creating texts</i>	ACELY1672

Cross curriculum priorities - Sustainability

OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

General capabilities



Literacy



Information and communication technology (ICT) capability



Critical and creative thinking



Personal and social capability

## ➤ Activity 1

# All about the water cycle

Students will be introduced to the water cycle, creating a word wall and illustrating their understanding of the steps in a simple diagram.

### Time required:

1 hour

### Resources required:

- Screen for class to view video
- Whiteboard and markers
- A3 paper for each student
- Markers for students

### Preparation:

1. Set up [How does rain form and what is the water cycle?](#) video to watch as a class.

### Steps:

1. As a class watch the short video on the water cycle. Pause at intervals to emphasise the stages of the water cycle - evaporation, condensation and precipitation.
2. Ask the students what water words they heard in the video. Write these on the board. Begin to create a word wall about the water cycle.
3. Ask the students to imagine a drop of water. Give the drop a name. Ask students to imagine their drop of water went on an adventure through the water cycle. What would happen? It would rise from the ocean into the air, then it would meet all its friends and make a cloud. They might have a party in the cloud as it moves towards the land! All that dancing causes the cloud to rain. The drop then falls from the sky and lands on the ground or in the river then it may meet some fish along the journey back to the ocean.
4. Give all students an A3 page. Guide them through drawing the ocean, sun, land and rivers and ask them to label the water cycle on their page, using the word wall as their guide.
5. Ask the students to draw their water drop on the page at each of the stages illustrating its actions at each step.



> Extension Activity 1

# Drop's adventure

Students will create a simple narrative to illustrate the steps of the water cycle.

**Time required:**

1 hour

**Resources required:**

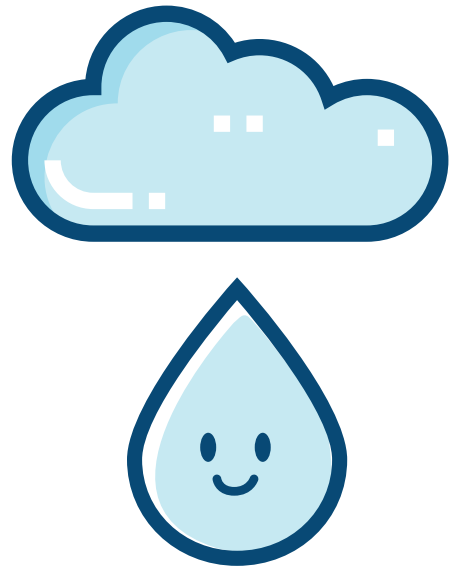
- **Activity page 1: Story mapping boxes**
- **Completed A3 water cycle poster**
- **Additional A3 paper**
- **Markers for students**

**Preparation:**

1. Print [Activity page 1: Story mapping boxes](#) for each student.

**Steps:**

1. Using the [Story mapping boxes](#), students fill in the main characters in their story, including their 'Drop', the sun, the cloud and an animal friend it meets along the way. The setting will be linked to the water cycle they drew earlier on the A3 page. Ask them to think about what the most exciting or scary part of the water cycle may be for their water drop? Could it be when they start floating into the sky, when they're in the cloud or when they drop out of the cloud and into the river? This will become the climax of the story.
2. Brainstorm words which could describe how their water drop may feel at different stages, place these somewhere for the students to refer to.
3. Brainstorm exciting starter words to use rather than 'Once upon a time', such as 'Wow! I'm floating!'.
4. Students can then illustrate each part of their story.
5. Extension: Students write structured sentences for the beginning, middle and end of their story.



> Extension Activity 2

# Drop goes digital

Building on their understanding of the water cycle, students will create a digital book illustrating their water story to share.

**Time required:**

1 hour

**Resources required:**

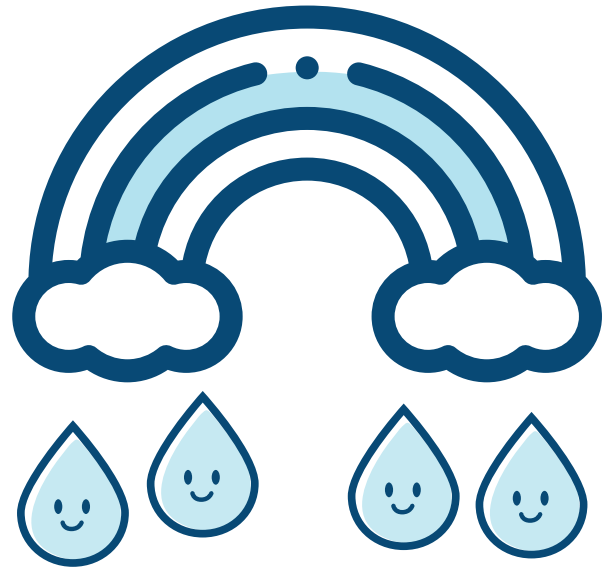
- iPad for each student
- Completed adventure story from Extension Activity 1

**Preparation:**

1. Ensure students have access to [Book creator](#) app

**Steps:**

1. Ask students to share some of their Drop adventure stories with the class.
2. Remind students of the water cycle steps: evaporation, condensation and precipitation.
3. Explain to students they will turn their Drop adventure into an electronic story using [Book creator](#).
4. Ask students to have the three stages of the water cycle on their own pages. The first page should be introducing their 'Drop' character; the second page should be about Drop experiencing the first part of it's adventure.
5. Allow time for the students to create their stories using pictures and possibly voiceover telling the story.
6. If students have a partner or buddy class at school, they could share their stories with their class buddy.



# Story mapping boxes

## Beginning

What happens at the beginning?  
Who are the main characters?  
Where is it set?

## Build up

What happens next?  
How does the story hint at  
a problem?

## Problem

What is the problem within the story?

## Resolution

How is this problem resolved  
/sorted out?

## Ending

How does the story end?  
Does it end happily?  
Is there a twist to the plot?