

## The water cycle


This resource accompanies the infographic **The water cycle** in *Education in Chemistry* which can be viewed at: <https://rsc.li/3K45Uuz/>

### Learning objectives

- 1 Identify processes in the water cycle.
- 2 Describe processes in the water cycle.
- 3 Construct a model of the water cycle.

### Differentiation

The student sheets provide two sets of instructions for learners and three different copies of the water cycle diagram, to allow for a variety of differentiation needs. The table below suggests how you can use the resources in different combinations depending on the needs of your learners.

Level of differentiation	Combination of resources	LOs met
Most support  Most challenge	Provide the <b>arrows only</b> from page 1 or 2 alongside the water cycle diagram from page 5. Learners will construct a simple diagram without any of the text. The only words that they will need to read are the key terms.	1 and 3
	Provide learners with page 1 and page 3. Learners will add the descriptions to the appropriate parts of the diagram.	1 and 3
	Provide learners with page 2 and page 3. Learners will complete the cloze and then add the descriptions to the appropriate parts of the diagram. For additional challenge, use the editable version of the student sheet and remove the wordbank.	1 and 3 2 partially
	Provide learners with page 2 and page 4. Learners will add the descriptions to the appropriate parts of the diagram. They also will decide where the arrows need to be placed to show the movement of water. For additional support, use page 1 with page 4. For additional challenge, use the editable version of the student sheet and remove the wordbank.	1 and 3 1, 3 and 2 partially
	Provide learners with page 5 <b>only</b> . Learners will label the arrows and write their own explanations as annotations of the blank diagram.	1, 2 and 3

## Answers

The full completed diagram is shown below. Note that some of the labels might work in more than one position, when considered individually. Remind learners to ensure they are happy with the position of all of their labels and the diagram as a whole before they start to glue any of them down.

Invite learners to compare their completed diagram with the infographic poster available from <https://rsc.li/3K45Uuz/>. Is there any more detail that they would add?

