

**Suggested Pre-Field Trip Activities  
for Water Cycle at Wood Lake Nature Center**

**Vocabulary**

- |                        |                                   |
|------------------------|-----------------------------------|
| • <b>Precipitation</b> | • <b>Groundwater</b>              |
| • <b>Condensation</b>  | • <b>Surface water</b>            |
| • <b>Evaporation</b>   | • <b>Infiltration vs. run-off</b> |
| • <b>Accumulation</b>  | • <b>Wetland</b>                  |

\*Review vocabulary.

\*Have students label a water cycle diagram with the correct vocabulary words.

\*Discuss as a class the variety of precipitation we experience in Minnesota.

\*Paint or draw a picture of a wetland and share with the class the importance of wetlands on our planet.

\*Write a rap or rhyme to remember the different parts of the water cycle.

\*Discuss the variety of surfaces that contribute to run-off vs. infiltration and the effects too many impervious surfaces have on communities (i.e. runway, roads, parking lots, driveways, playground).

**Suggested Post-Field Trip Activities  
for Water Cycle at Wood Lake Nature Center**

\*Review vocabulary.

\*Have students write a story about a droplet of water as it travels around the world going through the water cycle.

\*Create a class mural of species that benefit from wetlands, including humans.

\*Have students journal about what behaviors they can have to help ensure we have a clean water cycle on our planet.

\*Have students research what percentage of water is in different areas of the world (i.e. glaciers, rivers, lakes, oceans, ground). Make sure to point out the small percentage that is available to humans for clean drinking water.

\*Discuss how a marsh acts as a filter. Have students make their own water filters (directions found online).