STUDENT WORKSHEET | YEARS 3–8

From notes to sentences

Name: _____ Date: _____

A sequence explains what happens and in what order. Read the completed water cycle organiser. Rehearse each idea aloud before writing.

Stage	Key information
1 Evaporation	Sun heats surface water; some becomes water vapour
2 Condensation	Water vapour cools; tiny droplets form clouds
3 Precipitation	Water falls from clouds as rain, snow or hail
4 Collection	Water collects in rivers, lakes and oceans; cycle continues

A. Study the model

Notes: Sun heats surface water.
Sentence: The sun heats water on the Earth’s surface, causing some of it to evaporate.

B. Turn each set of notes into a complete sentence

1. Condensation: water vapour cools; droplets form.

2. Precipitation: water falls from clouds.

3. Collection: water collects in rivers, lakes and oceans.

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Connect events in time

Name: _____ Date: _____

Choose connectives that show how events relate. Say each sentence aloud before writing it.

Function	Examples
Introducing a sequence	First, initially
Continuing a sequence	Next, then, subsequently
Relating events in time	Before, after, when
Completing a sequence	Finally, eventually

A. Choose a suitable connective

Use **initially, next, finally** once each.

1. _____, the sun heats surface water.
2. _____, water vapour cools and forms droplets.
3. _____, water collects and the cycle continues.

B. Complete the sentence stems

Add a complete idea after each comma. Use the organiser on page 1.

1. After water evaporates,

2. Before water droplets form,

3. When water vapour cools,

C. Combine two ideas using when

Water vapour cools. Tiny droplets form.

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Write a sequential explanation

Name: _____ Date: _____

Use the water cycle organiser on page 1 to plan and write a paragraph explaining how the water cycle works.

A. Plan your paragraph

Part	Key words or ideas
Opening sentence	
Evaporation	
Condensation	
Precipitation	
Collection / cycle continues	

B. Write your paragraph

Begin with a sentence introducing the water cycle. Explain the four stages in order, using suitable temporal connectives.

C. Review your writing

[ ] I explained the stages in order. [ ] I used complete sentences.
[ ] I used accurate science vocabulary. [ ] I connected my ideas.
[ ] I checked capital letters and punctuation.

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Write a procedure: evaporation experiment

Name: _____ Date: _____

A procedure tells someone how to complete a task. Use action verbs to write clear instructions.

Goal

Compare water loss from two identical dishes placed in sunlight and shade.

Materials

Two identical shallow dishes, water, measuring cup, ruler, labels and a clock. Choose safe, stable locations.

A. Read the procedure organiser

Step	Notes
1	Pour equal amounts of water into both dishes
2	Measure and record starting water depths; label dishes
3	Place one in sunlight and one in shade; start at same time
4	After several hours, measure and record depths; compare water loss

B. Write four numbered instructions

Begin each instruction with an action verb, such as **pour, measure, place** or **compare**. Include enough detail for someone else to follow your instructions.

1.

2.

3.

4.

Check: Are the steps in order? Are the instructions clear and specific?

TEACHER COPY | YEARS 3–8

Completed teacher examples

Use these examples for modelling, guided feedback or checking student responses. Accept other scientifically accurate and grammatically complete answers.

Page 1 | Sentence construction

1. Water vapour cools and condenses into tiny droplets.
2. Water falls from clouds as precipitation.
3. Water collects in rivers, lakes and oceans.

Page 2 | Temporal connectives

A. Initially; Next; Finally.
B. After water evaporates, water vapour enters the atmosphere. Before water droplets form, water vapour cools. When water vapour cools, it can condense into tiny droplets.
C. When water vapour cools, tiny droplets can form.

Page 3 | Sequential explanation

Model paragraph
The water cycle describes how water moves around the Earth. Initially, the sun heats surface water, causing some of it to evaporate. As water vapour rises and cools, it condenses into tiny droplets that form clouds. When droplets or ice crystals grow large enough, precipitation falls to Earth. Finally, water collects in rivers, lakes and oceans, and the cycle continues.

Page 4 | Procedural writing

1. Pour equal amounts of water into two identical shallow dishes.
2. Measure and record the starting water depth in each dish and label them.
3. Place one dish in sunlight and the other in shade at the same time.
4. After several hours, measure and record the water depths again. Compare how much water each dish has lost.

Teaching insight

Model the difference between explaining what happens and instructing someone what to do. Reduce prompts as students demonstrate independence. For the experiment, keep other conditions as similar as possible; wind and temperature may also influence evaporation.