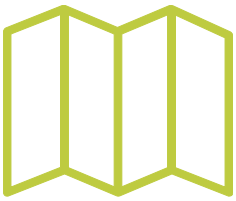

# Lesson 2.5

## Drinking Cleopatra's Tears

## Lesson Overview

In this lesson, students reflect on the concepts of condensation and evaporation as they read *Drinking Cleopatra's Tears*. Students begin by returning to the Freshwater and Saltwater Drops Investigation from Lesson 2.4 to observe that the water has evaporated. They then read *Drinking Cleopatra's Tears*, a book about how water cycles around Earth. While reading, students record big ideas that help them answer the question *How can water from Cleopatra's tears be on Earth today?* After reading, students synthesize these ideas with what they learned from hands-on investigations to come to a new understanding. The purpose of this lesson is to provide an opportunity for students to reflect on the concepts of evaporation and condensation that they have learned in this chapter and to think about how they apply to the Earth system more broadly.

**Anchor Phenomenon:** One side of Ferris Island has a water shortage and the other does not.
**Investigative Phenomenon:** On Earth, water can take different forms.

**Students learn:**

- Ideas in science are based on evidence.
- When salt water evaporates, the salt is left behind.
- Water vapor in the air comes from liquid water that has evaporated.
- The water on Earth today is the same water that was on Earth hundreds of years ago.
- Synthesizing ideas from multiple sources can help answer questions.

## Lesson at a Glance

ACTIVITY

1 **Evidence for Evaporation** (10 min)
Students observe results of the Freshwater and Saltwater Drops Investigation, which allows them to consolidate their understanding of evaporation.

HANDS-ON

2 **Introducing Drinking Cleopatra's Tears** (15 min)
The teacher introduces *Drinking Cleopatra's Tears* and explains what ideas students will be synthesizing. This prepares students to record big ideas while reading.

TEACHER-LED DISCUSSION

3 **Partner Reading** (20 min)
Students read *Drinking Cleopatra's Tears* in pairs and then connect ideas from the text to ideas from their hands-on investigations.

READING

4 **Synthesizing Ideas About Water on Earth** (15 min)
Students share the ideas they gathered from the book and answer the question, *How can water from Cleopatra's tears be on Earth today?* This activity provides an On-the-Fly Assessment to assess student ability to synthesize information to answer a question.

STUDENT-TO-STUDENT DISCUSSION

## Materials & Preparation

### Materials

**For the Classroom Wall**

- key concept: *Water vapor in the air comes from liquid water that has evaporated.*
- vocabulary: *evaporation*
- Partner Reading Guidelines

**For the Class**

- optional: Chapter 2 Home Investigation: Evaporation and Condensation copymaster
- masking tape*

**For Each Group of Four Students**

- tray with Freshwater and Saltwater Drops Investigation student sheets

**For Each Pair of Students**

- 1 copy of *Drinking Cleopatra's Tears*

**For Each Student**

- optional: 1 copy of the Chapter 2 Home Investigation: Evaporation and Condensation student sheet
- *The Earth System* Investigation Notebook (pages 25–29)

*teacher provided

### Preparation

**Before the Day of the Lesson**

1. **Gather the following materials for the classroom wall.**
   - key concept: *Water vapor in the air comes from liquid water that has evaporated.*

**VOCABULARY**

- atmosphere
- condensation
- evaporation
- synthesize
- water vapor

**UNPLUGGED?**

Digital Devices Not Required

Students can complete this lesson without the use of digital devices.

**DIGITAL RESOURCES**

Optional: Chapter 2 Home Investigation: Evaporation and Condensation copymaster

- vocabulary: *evaporation*

2. **Optional: Make copies of the Chapter 2 Home Investigation.** If you choose to administer the optional Home Investigation activity, print out the Chapter 2 Home Investigation: Evaporation and Condensation copymaster (in Digital Resources) and make enough copies so each student can have one copy to take home.
3. **Preview *Drinking Cleopatra's Tears*.** Familiarize yourself with the content of this book.
4. **Prepare for On-the-Fly Assessment.** Included in Activity 4 is an On-the-Fly Assessment that provides an opportunity to informally assess students' ability to synthesize ideas to answer a question. Press the hummingbird icon and then select the ON-THE-FLY ASSESSMENT for details about what to look for and how you can use the information to maximize learning by all students.

### Immediately Before the Lesson

1. **Have on hand the following materials:**
   - materials for the classroom wall
   - trays with Freshwater and Saltwater Drops Investigation student sheets
   - copies of *Drinking Cleopatra's Tears*
   - optional: copies of the Chapter 2 Home Investigation: Evaporation and Condensation student sheet
2. **Distribute trays for Activity 1.** Place the tray with each pair's Freshwater and Saltwater Drops Investigation sheet at each group's table.

### At the End of the Day

1. **Store one Freshwater and Saltwater Drops Investigation student sheet.** In Lesson 2.7, you will use a Freshwater and Saltwater Drops Investigation student sheet to remind students about what happens when the water in salt water evaporates. You may keep or dispose of the remaining sheets.

## Differentiation

### Embedded Supports for Diverse Learners

**Partner Reading.** In this lesson, students read *Drinking Cleopatra's Tears* with their partners and synthesize information from this text with what they learned in their investigations of condensation. Reading with partners provides opportunities for students to assist each other in finding information. Partner Reading also promotes discussion about the text, which aids comprehension.

**Graphic organizer.** Graphic organizers are a way of visually displaying relationships between pieces of information and organizing thoughts in a meaningful way. They can reduce linguistic demands for students, which is especially important for English learners. In this lesson, students will use the graphic organizer on page 28, Synthesizing Ideas About Water on Earth, in the Investigation Notebook. This will be the third time students work with this graphic organizer, which they will use throughout the unit.

### Potential Challenges in This Lesson

**Reading-centered.** Reading informational texts can present challenges for many students. Some students may benefit from additional reading supports. You might consider working with a small group, checking in with individual students while they are reading, and having students focus on only some of the book. Consider whether any of your students would benefit from additional support with the activities in this lesson.

**Complex cognitive activities.** Synthesizing is a complex cognitive strategy that may be relatively new for some students. As students record ideas from the investigations, consider checking in with students who may need more support identifying the big ideas from each source and crafting a new understanding.

### Specific Differentiation Strategies for English Learners

**Multiple meaning words.** Words with multiple meanings may present obstacles for English learners. To help avoid confusion, explain before students read that some words have more than one meaning. Have students describe what they think of when they hear the word *hard*—they may suggest that it means difficult. Clarify that there are multiple meanings of *hard*, and in this case it means that something is not easily broken. Have partners work together to complete the optional activity on page 27, Multiple Meaning Words, in the Investigation Notebook to consider the multiple meanings of the words *rock*, *drops*, and *cool*.

**Strategic partnering.** This lesson includes extended partner work as students read *Drinking Cleopatra's Tears* and engage in partner discussion. Extended academic discourse that is equitable (that is, all students have an opportunity to engage) is critical for developing both language and content knowledge. Strategic partnering is essential for English learners as they develop understanding of new content. Therefore, consider carefully which partner to assign for each English learner in your class and assign a partner who has slightly higher English language skills than the student in question. Opportunities for English learners to engage in conversations that are slightly above their language-proficiency levels can accelerate second-language learning and increase students' confidence when engaging in science discourse. Try to assign each English learner a partner who will be likely to engage in discussion at the appropriate language level. We suggest you assign different partners over the course of the unit so an English learner who serves as a language mentor for another English learner in one lesson gets a partner with more advanced English in another lesson.

### Specific Differentiation Strategies for Students Who Need More Support

**Anticipation Guide.** For each book, we provide an optional Anticipation Guide in the Investigation Notebook. Anticipation Guides can help support students by activating prior knowledge before reading, promoting engaged reading, and encouraging students to monitor their comprehension. If you choose to use this optional activity, have

students turn to page 26, Getting Ready to Read: *Drinking Cleopatra's Tears*, in the Investigation Notebook. To use this activity, explain that students should work with their partners to decide whether they agree or disagree with each statement. After reading, ask pairs to revisit the statements and discuss whether they want to change any responses based on their reading. Encourage students to refer to the text as they discuss.

### Specific Differentiation Strategies for Students Who Need More Challenge

**Reading Reflection.** A Reading Reflection activity for each book is included in the Investigation Notebook. These are optional written activities designed to reinforce concepts in the books and provide prompts to encourage further thinking about the text. These activities are designed for early finishers to use during Partner Reading and can also be used in a variety of other ways, such as to reinforce concepts on a second read of the book or as homework. The Reading Reflection for this book (on page 29, Reading Reflection: *Drinking Cleopatra's Tears*, in the Investigation Notebook) asks students to think about what they learned from the text about how water changes phase and cycles around different parts of Earth.

## Standards

**Key**
Practices Disciplinary Core Ideas Crosscutting Concepts

### 3-D Statement

Students read the book *Drinking Cleopatra's Tears* to obtain, evaluate, and communicate ideas about how water cycles through the parts of the Earth system (systems and system models, energy and matter).

### Next Generation Science Standards (NGSS)

#### NGSS Practices

- **Practice 1:** Asking Questions and Defining Problems
- **Practice 6:** Constructing Explanations and Designing Solutions
- **Practice 7:** Engaging in Argument from Evidence
- **Practice 8:** Obtaining, Evaluating, and Communicating Information

#### NGSS Disciplinary Core Ideas

- **ESS2.A: Earth Materials and Systems**:
  - Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)
- **ESS2.C: The Roles of Water in Earth's Surface Processes**:
  - Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)
- **PS1.A: Structure and Properties of Matter**:
  - The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)
- **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems**:
  - Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)

**NGSS Crosscutting Concepts**

- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Stability and Change

**Common Core State Standards for English Language Arts (CCSS-ELA)**

- **CCSS.ELA-LITERACY.RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-LITERACY.RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **CCSS.ELA-LITERACY.RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- **CCSS.ELA-LITERACY.RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CCSS.ELA-LITERACY.W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **CCSS.ELA-LITERACY.SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### Common Core State Standards for Mathematics (CCSS-Math)

#### CCSS-Math Practices

- **CCSS.MATH.PRACTICE.MP1:** Make sense of problems and persevere in solving them.

1 HANDS-ON
Evidence for Evaporation

# Evidence for Evaporation

10 MIN

Students observe and analyze the results of the Freshwater and Saltwater Drops Investigation.

## Instructional Guide

**1. Remind students about the Freshwater and Saltwater Drops Investigation.** Explain that pairs will now observe their results from the Freshwater and Saltwater Drops Investigation.

Remember that the purpose of this investigation is to see whether even just a few drops of liquid water can change into water vapor. We used freshwater drops and saltwater drops in the investigation.

**2. Students observe results.** Distribute the Freshwater and Saltwater Drops Investigation student sheets on trays to each group from the previous lesson. Have students observe their student sheets carefully and think about what happened to their water drops. Encourage students to pay attention to how the water drops differ.

**3. Discuss results.** Invite students to share what they observe.

What do you think happened to the water drops?
[They turned into water vapor.]

What differences do you observe between the two circles?
[The Salt Water circle has salt left behind and the Freshwater circle does not.]

**4. Introduce and post the *evaporation* vocabulary card.**

When a liquid turns into a gas, such as when liquid water turns into water vapor, we call that *evaporation*. The water drops that were on your paper have evaporated.

Evaporation is the opposite of condensation.

Post the *evaporation* vocabulary card to the classroom wall.

**5. Post the new key concept.** Read aloud the key concept.

*Water vapor in the air comes from liquid water that has evaporated.*

**6. Discuss evidence for the key concept.**

Scientific ideas are always based on evidence. What evidence do we have to support this idea?

Have pairs briefly discuss, and then call on students to share their ideas with the class.

[We got evidence from the Sim, which showed that liquid water at the surface of the ocean/lake changed into water vapor molecules. We also got evidence from investigating drops of salt water and freshwater, which showed that the liquid water was no longer on the paper, so it must have changed into water vapor.]

**7. Clarify that water molecules do not appear or disappear.**

When water evaporates, what happens to the molecules that make up the liquid water? Do they disappear? [No. They spread out and become water vapor.]

During condensation, the molecules that form liquid water don't appear out of nowhere. They come from water vapor. Similarly, when liquid water evaporates, the molecules that were part of liquid water don't disappear. They become water vapor.

**8. Collect trays with student sheets.**

## Teacher Support

### Instructional Suggestion

**Providing More Experience: Today's Daily Written Reflection**
*Where do you think the water that you drink today might end up in a hundred years? Explain.* This prompt (on page 25 in the Investigation Notebook) allows students to reflect on the idea that water is never created nor destroyed, but rather cycles around Earth continuously.

### Instructional Suggestion

**Providing More Experience: Reading About Evaporation of Water**
For more experience with evaporation, consider having students read the "Evaporation of Water" section on page 11 of *Water Encyclopedia*. The section reviews what happens to water molecules when evaporation occurs and provides additional information about the evaporation. Have students read this section and then discuss how the text helps to explain what they observed in the Sim.

## Instructional Suggestion

**Student Thinking: Water Disappears**

Some students may explain the results of the Freshwater and Saltwater Drops Investigation by stating that the drops disappeared, a common alternate conception of evaporation. At the end of this activity, you discuss how water molecules do not appear or disappear. However, if students need additional support to understand that idea, help them connect it to what they observed in *The Earth System* Simulation in Lesson 2.4. Ask students questions, such as *What did you observe happening to the water molecules at the surface of the ocean or lake? Did those molecules disappear? What happened to them?* Support your students in visualizing how the water drops they placed on their Freshwater and Saltwater Drops Investigation student sheets are similar to larger bodies of water, like the ocean in the Sim. Support students in making the connection between what happened to the water molecules on the surface of the ocean or lake in the Sim to what happened to the molecules in the drops of water that they placed on their student sheets.

2 TEACHER-LED DISCUSSION
Introducing Drinking Cleopatra's Tears

# Introducing Drinking Cleopatra's Tears

15 MIN

Students follow along as the teacher models reading *Drinking Cleopatra's Tears* and shares big ideas from the text.

## Instructional Guide

**1. Introduce *Drinking Cleopatra's Tears*.** Hold up the book and explain that students will read this book with a partner.

You have learned a lot from the investigations that you've done so far. Today, you will put information from those investigations together with new ideas you will read about in a book called *Drinking Cleopatra's Tears*.

**2. Project and introduce notebook page 28.** Have students turn to page 28 of their notebook, Synthesizing Ideas About Water on Earth, in the Investigation Notebook and point out the question they will focus on as they read. Explain that students should think about big ideas from the book that help them answer the question as they read. Later, students will synthesize their ideas from other activities to come to a new understanding.

**3. Distribute books.** Distribute one copy of *Drinking Cleopatra's Tears* to each pair of students.

The question you will be thinking about as you read is, *How can water from Cleopatra's tears be on Earth today?* Let's read the first few pages of the book and think about this question.

**4. Read aloud pages 3–5 and discuss.** Have a volunteer read these pages aloud as the rest of the class follows along. Then, ask students to turn to their partners to discuss a big idea that they read about. Call on a few students to share.

**5. Model recording a big idea.** Based on the discussion, decide on a big idea. Write the idea on the board, then have students record it in their notebooks. Your idea can be similar to: *Water that was on Earth a long time ago is still on Earth today because water gets recycled over and over again.*

## Teacher Support

### Background

**Literacy Note: Setting a Purpose for Reading**
Good readers are active readers; they often have clear goals in mind at the outset of reading. Good readers also evaluate the text as they read to determine whether it is meeting their goals. Setting goals promotes comprehension monitoring and may be particularly useful for reading science texts. In science, reading has the more authentic purpose of informing and/or extending ongoing investigations about a particular topic, so it provides opportunities to set meaningful reading goals. Instruction on setting goals in this unit begins with the teacher modeling when and how to find ideas to synthesize. Instruction on synthesizing continues throughout the unit.

3 READING
Partner Reading

# Partner Reading

20 MIN

Students read *Drinking Cleopatra's Tears* and discuss ideas with their partners.

## Instructional Guide

**1. Remind students of their purpose for reading.**

As you read, talk with your partner about the big ideas you are reading about. Write at least one more big idea in the first box of the table on your notebook page.

**2. Partners read.** As students read, circulate to provide support as needed. You might suggest that students record as they read, or that they read the whole book first and then record information afterward, referring back to the text.

## Teacher Support

### Background

**About the Book: *Drinking Cleopatra's Tears***
Filled with surprising and humorous examples of how water on Earth is recycled over time, *Drinking Cleopatra's Tears* emphasizes that water is continuously recycled on Earth through the water cycle. Diagrams in the book highlight the different phase changes (evaporation and condensation) that water goes through as it travels around Earth and in the atmosphere. This book helps students review and apply their growing knowledge of the water cycle and also lays the groundwork for understanding conservation of matter. *Drinking Cleopatra's Tears* reinforces concepts such as *water vapor*, *condensation*, and *evaporation* to help students connect ideas that they have learned from previous activities and start understanding how water from a lake can become a raindrop . . . or how water from Niagara Falls can end up in a squirt gun. The book provides context for students' investigations by helping them see how evaporation and condensation happen continuously all over Earth.

4 STUDENT-TO-STUDENT DISCUSSION
Synthesizing Ideas About Water on Earth

# Synthesizing Ideas About Water on Earth

15 MIN

Students discuss and synthesize big ideas to answer the question *How can water from Cleopatra's tears be on Earth today?*



## Instructional Guide

**1. Discuss ideas from the text.** Call on a few students to share big ideas related to how water from Cleopatra's tears can be on Earth today. As needed, ask students to refer back to the text as they discuss.

**2. Review the Freshwater and Saltwater Drops Investigation.**

In the Freshwater and Saltwater Drops Investigation, you saw what happened to a drop of freshwater and a drop of salt water when exposed to the air. What did you notice in that investigation?
[Both drops of water evaporated and the salt water left behind salt.]

**3. Students record ideas.** Have students record their ideas from the Freshwater and Saltwater Drops Investigation in the second box in the table on page 28, Synthesizing Ideas About Water on Earth, in the Investigation Notebook.

**4. Review condensation investigations.** Regain attention and remind students of their investigations of condensation.

In all of the investigations that used cups of ice water and frozen cups, you saw what happened to the outside of a cold cup. What did you learn from those investigations?
[Water vapor from the air condensed into liquid water because it got cold.]

**5. Students record big ideas.** Prompt partners to further discuss and then record big ideas from their condensation investigations.

**6. Students record new understandings.**

How can these investigations help us understand how water from Cleopatra's tears can be on Earth today? When you write your new understanding, put together the ideas from all of the sources to get a complete answer to the question. You will use the big ideas you just recorded.

Have students write their answers in the New Understanding box.

**7. On-the-Fly Assessment: Students synthesize ideas.** Circulate as students discuss and write a new understanding in the box below the arrow on their notebook pages. As you circulate, listen and make note of how students are beginning to connect ideas they read about and learned through investigating, as well as any new ideas they generate.

**8. Students share big ideas.** Regain the class's attention and have a few students share their ideas. Ask them to explain how they arrived at their new understanding.

**9. Emphasize the conservation of water.**

Do water molecules ever disappear? Why or why not?

Accept all responses. Encourage students to consider the ideas they just synthesized from their investigations and the book.

Water from Cleopatra's tears does not disappear. When liquid water turns into water vapor, all of the water molecules are still there. They are just moving from place to place and their arrangement is changing as water continuously changes phase.

**10. Conclude the lesson.** Explain that in Lesson 2.6, students will continue reflecting on the big ideas of the past few lessons. They will use these ideas to write a scientific explanation about West Ferris and East Ferris.

## Embedded Formative Assessment

**On-the-Fly Assessment 6: Synthesizing Ideas About Water on Earth**

**Look for:** This is students' third opportunity to synthesize ideas. In this activity, groups discuss the new understanding they reached by connecting a big idea from the book *Drinking Cleopatra's Tears* with ideas from investigations about evaporation and condensation. As you circulate, note whether or not students are connecting the different ideas to develop an answer to the question at hand. Can they draw on information from the various experiences? Do their discussions reflect an understanding of the text? You may also want to note how students are using science vocabulary in their discussions and writing (e.g., *water vapor*, *evaporate*, *condense*, *molecule*).

**Now what?** If students are struggling to connect and express their ideas, consider providing additional modeling and practice. Model connecting the different ideas in the boxes on page 28, Synthesizing Ideas About Water on Earth, in the Investigation Notebook. To do this, explain how you are gathering information that is important for answering the question. Think aloud as you record ideas, giving the reasons why you think each idea is important. Have students help you connect the ideas together by asking questions such as *How do those ideas fit together to answer the question? Why is this idea important? What does that tell us about water on Earth?* Call on students to help you construct a new understanding and then model recording one or two of those new understandings in the last box on the page. Depending on how many students need this support, you could work with students individually, in a small group, or as a whole class.

## Teacher Support

### Background

**Literacy Note: More About Synthesizing**

Synthesizing promotes comprehension monitoring and is particularly useful for reading informational texts. In science, people often read for the authentic purpose of informing investigations about a particular topic, as students do in this lesson. Instruction on synthesizing in this unit capitalizes on this relationship and helps students begin to connect information from a variety of sources in order to further their understanding. In this lesson, students practice synthesizing as they read. After reading, they engage in a more guided activity in which they use a graphic organizer to help them put together several ideas from the text and Chapter 2 investigations to answer a question.

### Instructional Suggestion

**Providing More Experience: Home Investigation**

This optional activity invites students to look for examples of evaporation and condensation with someone at home. Home Investigations can encourage interaction and discussion between students and their families around science concepts, which have been found to be beneficial for student learning. See the Optional: Chapter 2 Home Investigation: Evaporation and Condensation copymaster (in Digital Resources). Make one copy for each student and review the instructions with the class.

### Assessment

**Assessment Opportunities: Assessing Student Understanding of Conservation of Matter**
This activity can be used to assess student understanding of the idea that the amount of matter is conserved when it changes form, even in transitions in which it seems to vanish. If you would like to assess student understanding of this idea, attend to students' responses in Sstep 9 of this activity as well as the ideas they record on page 28 of the Notebook. Look for whether students can articulate the ideas that when water evaporates it turns into water vapor in the air, and that water never truly "disappears" but simply changes from one form to another and moves from one place to another. If students struggle with these ideas, you might have students return to pages 7 and 8 of *Drinking Cleopatra's Tears*. Ask students to reread these pages, then ask them to describe what *evaporation* means [it is when liquid water turns into invisible water vapor] and what *water vapor* is [it is water is in the form of an invisible gas]. Then ask students how it is possible for them to drink water from Cleopatra's tears, which she cried so long ago [because the water from her tears is still on Earth, cycling between different forms and moving between different places]. Help students construct the understanding that water never disappears into nothing; it can change form, but it still exists in the same amount, even when it is invisible.

## Possible Responses

**Investigation Notebook**
**Synthesizing Ideas About Water on Earth** (page 28)

How can water from Cleopatra's tears be on Earth today?
Source: *Drinking Cleopatra's Tears*
Ideas:

- Water that was on Earth a long time ago is still on Earth today because water gets recycled over and over again.
- Water is all around us. It can transform between solid, liquid, and gas phases, and it moves from place to place.

Source: Freshwater and Saltwater Drops Investigation
Ideas:

- Water evaporates from bodies of water.
- The water that evaporates goes into the air.

Source: Condensation Investigations (ice water in a cup, frozen empty cup, ice water in a cup in a bag)
Ideas:

- Water vapor in the air condenses into liquid water when it gets cold.

New Understanding:
Condensation and evaporation cause water to cycle around Earth. Water vapor in the air condenses into liquid water and forms clouds and rain. Rain falls to Earth and flows to many places. The liquid water on Earth evaporates into water vapor, which goes into the air. This happens over and over again. Because of the continuous cycling of water, water from Cleopatra's tears is still on Earth today.