Lesson 2.5
Drinking Cleopatra's Tears
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.
Introducing Drinking Cleopatra’s Tears

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.
Partner Reading

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.
Introducing Drinking Cleopatra’s Tears

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.

   Han aprendido mucho de las investigaciones que han hecho hasta ahora. Hoy juntarán información de esas investigaciones con nuevas ideas sobre las que leerán en un libro llamado *Beber las lágrimas de Cleopatra*.

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.

   La pregunta en la que estarán pensando mientras es: ¿Cómo es que el agua de las lágrimas de Cleopatra puede estar en la Tierra hoy? Leamos las primeras páginas del libro y pensemos en esta pregunta.

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

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

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Partner Reading

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

Instructional Guide

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

Mientras leen, hablen en parejas de las grandes ideas sobre las que están leyendo. Esciban por lo menos una gran idea más en el primer recuadro de la tabla en la página de su cuaderno.

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.