

Lesson Plan Template

Lesson Segment Focus The Water Cycle

Lesson 2 of 3

Course & topic addressed Science Water cycle and it's components

Date 11/08/2018 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify the major steps of the water cycle and explain what is happening at each step.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should have some idea that we have water here on earth and that rain is a way of providing water. Students had previous lesson on where water is stored on earth
Knowledge of students background (personal, cultural, or community assets)	Students should have general knowledge of clouds, ground is all around us no matter where they are.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will provide worksheets with labels and definitions of the water cycle for those that need it. I will provide instruction on use of the app Explain Everything to ensure proper use.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Condensation Evaporation Collection Run-off
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	Precipitation Ground water
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Materials

Materials needed by teacher for this lesson.	Computer Projector Worksheets with labels and definitions for those that need it.
Materials needed by students for this lesson.	Access to tablet with Explain Everything App

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5min	<u>Introduction:</u>	I will start out by reminding students of key words and explaining them again. I will remind them that we have discussed where water is kept on earth.
45-50mins	<u>Instruction:</u>	Students will get in groups 3-4 (depending on class size). Each group will get on tablet that as the app Explain Everything. Students are to create a story on the app using the template or creating one of their own. They need to create a character and how he/she moves through the water cycle. They need to explain what is happening during each cycle and what that cycle is called. They also need to explain what the character is doing during that cycle. When they have finished they will share the story with me. The stories will be shared with the class.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 mins	Closure:	I will allow for any questions during this time. Students will also get to ask questions after each story.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students will be working in groups, they should be able to help each other out. I will walk around the room and be available for questions. I will provide a sheet of labels of each cycle with definitions for those that need it.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	For those that need to work alone will be allowed to do so. I will guide students through a story board on Explain Everything so they can see what it looks like.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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