

## Lesson Plan Template

**Lesson Segment Focus: The Water Cycle**

Lesson \_\_\_\_\_? \_\_\_\_\_ of \_\_\_\_\_? \_\_\_\_\_

**Course & topic addressed: Science and The Water Cycle**

**Date: 10/21/2018**

**Grade: 3<sup>rd</sup> Grade**

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn the water cycle.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will tie into the lessons about weather and climate from pass lessons.
Knowledge of students background (personal, cultural, or community assets)	Students should have an understanding on different types of weather and bodies of water. This knowledge will make learning this information easier for the students.

### 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.	<p><b>ESS2.D: Weather and Climate</b></p> <ul style="list-style-type: none"> <li>▪ Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)</li> <li>▪ Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)</li> </ul>
--	---

### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>We will read about the water cycle in the student's textbooks and highlight key vocabulary words. This will allow the students to understand the key information that is important in understanding the water cycle.</p> <p>Students will have other resources to look at such as songs from the internet and pictures of the water cycle.</p>
---	---

## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Water Cycle, Precipitation, Condensation, Evaporation, Collection.</b>
---	---

## Materials

Materials needed by teacher for <b>this lesson.</b>	YouTube Internet The Google Drive/Google Drawings Computers for 30 students
Materials needed by students for <b>this lesson.</b>	None

## 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.
5 mins	<b><u>Introduction:</u></b>	Show the students the YouTube video to start the class off. Let the students decide the importance of the water cycle after the video is over. Have group discussion over the student's thoughts.
25 mins	<b><u>Instruction:</u></b>	Let the students make a google drawing of their take on the water cycle. Make sure you explain the copy rights and plagiarism rules when getting information and things off the internet. <b>THIS IS VERY IMPORTANT!</b> Allow the students to work alone on this project. After they finish use the remaining time to show their work to 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.
15 mins	<b>Closure:</b>	Let the students show their google drawings to the class and allow their peers to discuss pros and cons of their creation!

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Remediation- Allow the student to work with an advanced child to help explain and guide them through the project. Intervention- Confused IEP/504-Make the print larger on the computers or printed documents. LEP/ESL-Confused
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>Have the instructions on the whiteboard/chalkboard in large print</b> <b>Say the instructions out loud for the students to hear and then let them ask questions if they have concerns.</b> <b>Have students repeat instructions back to you so you know they understand.</b>
--	---

**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.	
--	--

**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

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>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>