

Lesson Plan Template

Lesson Segment Focus: Water Cycle Lesson 1 of 1

Course & topic addressed: Science, Earth Science Date: 4-15-2020 Grade: 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe the water cycle through the Earth's Systems
Describe the connection to previous lessons.	Students have an understanding that water goes through different phases on Earth.
Knowledge of students background (personal, cultural, linguistic, or community assets)	All students have had experience with water.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	6-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Water Condensation Evaporation Water Cycle
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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? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	I will develop a word wall for students to use. We will go over vocabulary words every day during class.
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Materials

Materials needed by teacher for this lesson . (such as books, writing materials, computers, models, colored paper, etc.)	Internet, Padlet, Computer, Whiteboard, Textbook
Materials needed by students for this lesson . (computers, journals, textbook, etc.)	Internet, Padlet, Computer, Textbook, Notebook

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 minutes	Introduction: Intro video	I will be displaying an introduction video to the students about the water cycle and how water moves through the Earth.
50 Minutes	Instruction: Padlet project	Students will be tasked with exploring the internet and finding examples of water during the different stages of the water cycle. I will be walking around during this time to assess students on their progress. Each group will be assigned a different stage of the water cycle and will be asked to record their research on Padlet.
10 Minutes	Closure: Project presentation	Students will be asked to present their findings to the class. All those not presenting will be asked to review their peers research and rate it on a scale given by me.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will pair students up so that one disabled student is in a group with other students. They will be asked to do a much less critical role to the group so that they still get the group experience.
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Differentiation:

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?	I will have a list of credible websites available to students to keep them on task. If there are any other questionable sites I will be available for them to ask me about them.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Checklist for assessing progress
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Peer assessment
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	Group Investigation- Inquiry based learning John Dewey says that learning is the sum of action plus reflection. He believes that learning involves a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and an act of searching, hunting, inquiring, to find material that resolve the doubt, settle and dispose of the perplexity.
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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>
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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&q=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>;
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