

Lesson Plan

Learning Segment Focus: Water-Cycle

Lesson 6 of 15

Course & topic addressed: Earth Materials and systems

Date: 3/8/2020 Grade: 5

Student Outcomes

Specific learning objectives for this lesson.	By the end of this lesson students should be able to answer the given quiz with at least 90 percent accuracy
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will use their prior knowledge of the Earth's system (geosphere, hydrosphere, atmosphere, biosphere) to understand the water-cycle.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	In my class there are two students who are English learners, three students who are IEP/504. With the diversity of students in mind, I will allow for accommodations, modifications, and differential instructions. I will use the BrainPOP software to show videos to facilitate learning.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>ESS2.C: The Roles of Water in Earth's Surface Processes Water's movements—both on the land and underground—cause weathering and erosion.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1, 5-ESS2-2)</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Hydrosphere Evaporation Condensation Infiltration Water cycle Precipitation Transpiration Run-off
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of</p>	<p>Students will have to answer correctly the given quiz. I will use the BrainPOP software to play a video about the water-cycle to help students learn how the water cycle is related to the Earth's system. I will do scaffolding by discussing the video with the students. Students will need to be familiar with the terms evaporation, condensation,</p>
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<p>Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>precipitation, transpiration, infiltration and run-off. Students could take notes as we do the discussion to guide them. I will ask each student to discuss with the student sitting next to them what they have learned today and write it down in their journals. Students will take the quiz online using the BrainPOP software at the end of class.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Computer, Projector, Speaker, Internet access, BrainPOP software.</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Computer, Internet access, BrainPOP software, Journals, Pencil, eraser.</p>

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
<p>5 minutes</p>	<p><u>Introduction:</u></p>	<p>Good morning class, In the past couple of lessons we have learned about how Earth has different systems. Today we are going to learn more about the hydrosphere and specifically about the water-cycle. This will help us understand all about the Earth’s systems and how everything is connected.</p>
<p>30 minutes</p>	<p><u>Instruction:</u></p>	<p>We will watch a video about the water-cycle to know how the water moves in the Earth’s hydrosphere. For extra practice, you could access this video at home and watch it again if you would like to. Now, please let us all watch this video together.</p>

		<p>Now that we have seen the video. Does anyone have any questions about it? Great! Now, I will ask some questions and raise your hand if you know the answer. What do you think the water cycle means? yes, that is right it is the continuous circulation of water from land to air and back again.</p> <p>Where does the water in the air come from? Yes, water evaporates from the oceans and condenses as clouds. It then falls by precipitation as rain or snow depending on the temperature. Does the amount of water on our planet change? That is correct. It does not change it is the same amount just circulating for thousands and thousands of years.</p> <p>Now, please discuss with your neighbour what you have learned today. After that open your journals and write a summary of what you have learned today.</p> <p>Please open your computers and get on BrainPOP. Go to Earth's systems, the water-cycle, and take the quiz.</p>
10 minutes	<u>Closure:</u>	<p>We have learned about the water-cycle, this will help us understand more about Earth and its systems. Next time we will learn more about the definitions of some new words we learned today. Now please put your computers and everything away, get your lunchboxes, and line up to go to lunch.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>Allow the ESL students to use a dictionary while doing any assignment.</p> <p>Send home a study guide, and allow extended time for the IEP/504 students.</p> <p>Give one student preferential seating to allow him to focus more on his work.</p> <p>Give students access to BrainPOP’s video to facilitate learning.</p>
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Differentiation

<p>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? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I will use a video on BrainPOP to facilitate learning and to help struggling readers.</p> <p>I will use color coding when needed.</p> <p>I will use smaller groups for differentiated instructions for those that need more help.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Raising hands if there are any questions</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Answering my questions.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>Checking the quiz they did.</p>

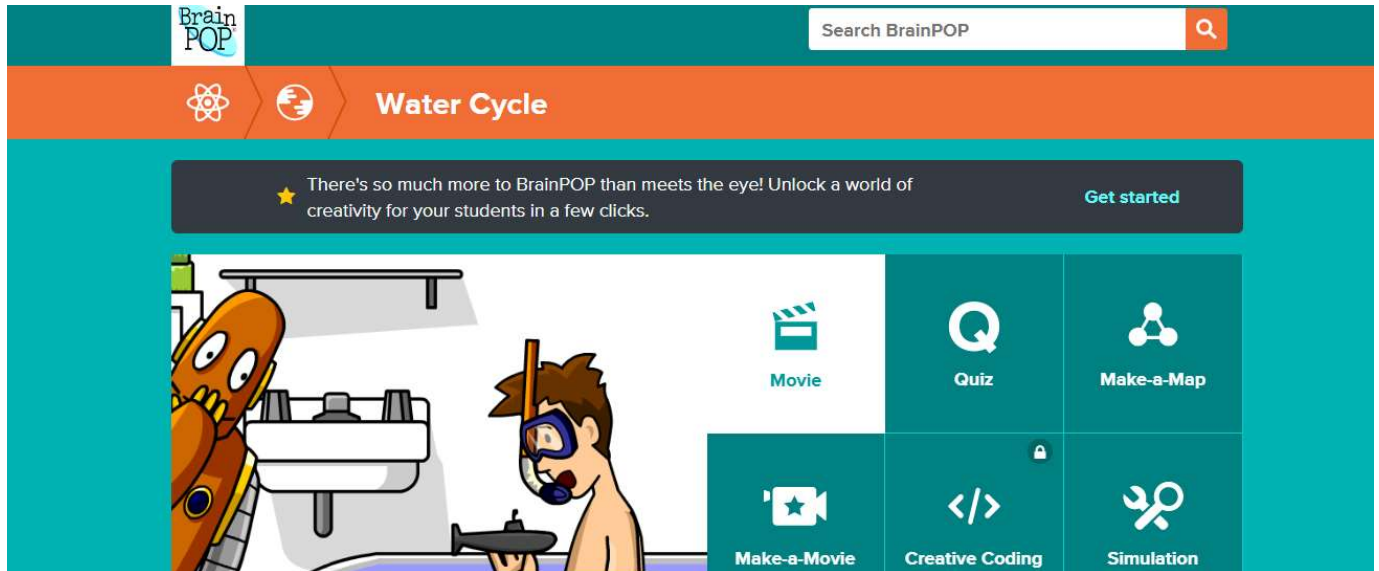
Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you choose and justify your choices using principles of the connected theories and/or research.</p>	<p>This lesson uses logic and cognitive operation which aligns with the concrete stage of Piaget developmental theory.</p> <p>Using non linguistic representation such as in the video (BrainPOP) to receive content in various ways according to Marzano’s strategies for teaching.</p> <p>Using the summarize and note taking in Marzano’s strategies by summarizing what the student has learned and highlighting the important parts of it.</p>
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Lesson Reflection/Evaluation

What went **well**?
What **changes** should be made?
How will I **use assessment data** for next steps?

TO BE FILLED IN AFTER TEACHING



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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- <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
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