

Lesson Plan

Learning Segment Focus: Water-Cycle

Lesson: 7 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 state the six water-cycle vocabulary words given the definition with 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 and the water-cycle to understand the definitions of the vocabulary words in 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 Total Recall software 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 Water cycle	Evaporation Precipitation	Condensation Transpiration	Infiltration 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 should state the water-cycle vocabulary words when given the definition. I will use the Total Recall software and ask the students to make a card for each term to help the students learn the definitions, and how the water cycle is related to the Earth's system. I will do scaffolding by demonstrating how to do a card myself,</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>and go through the steps with the class. Students will need to be familiar with the terms evaporation, condensation, precipitation, transpiration, infiltration and run-off. Students can use previous notes 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 a quiz at the end of class.</p>
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Materials

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

Lesson Timeline with Instructional Strategies & Learning Tasks

<p>Amount of Time</p>	<p>Teaching & Learning Activities (This should be a BULLETED LIST)</p>	<p>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>
<p>5minutes</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 continue to learn about the water-cycle and more specifically the vocabulary words used in 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>There are six vocabulary words that we have mentioned last time about the water-cycle. They are: evaporation, condensation, infiltration, precipitation, transpiration, and run-off. We will talk more about the definition of each word. Each student will have a card for each word. I want you all to log in Total Recall and follow my directions as we make the first card together.</p>

The first word we are going to work on today is evaporation. Who knows what evaporation means? Yes, that is correct. Evaporation is the process of turning from liquid into vapor. I want you all to click on “Learn” and write evaporation where it says enter the word here. Click on “Done”. Now, let us look at the definition given. It gave us the same definition we said. Let us write that where it says enter definition.

Now , click on make connections. I want you to think of a sentence or a phrase that can help you remember what evaporation is. It does not matter what your sentence is as long as you use the word correctly to help you remember what evaporation is. Anybody likes to share the sentence? I will write “water evaporates from wet clothes under the sun and makes it dry”. There is an option to upload an image to help you remember the definition of evaporation. You could also do the word etymology if that will help you. I like this picture. It helps me know what evaporation is. I will add it to my photos and upload it, just like that.

Now, I want you to do the same for each of the six words on the board. Research the definition, find an appropriate phrase, A picture that helps you remember what the word is. Once you are done with one card let me check it so that I make sure all the information you added is correct. You could use these cards to practice the words at any time as needed. Any questions?

Now, please discuss with your neighbour what you have learned today. After that open your journals and summarize what you have learned today.

It is time for a quiz, Please write the vocabulary word that matches the given definition and turn in your quiz when you are done.

<p>10 minutes</p>	<p><u>Closure:</u></p>	<p>We have learned about the water-cycle and its vocabulary words. This will help us understand more about Earth and its systems. Next time we will learn about a new system called the Atmosphere. Please put your books and everything away, get your lunchboxes, and line up to go to lunch.</p>
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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 Total Recall 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 Total Recall to facilitate learning.</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

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research**.

This lesson uses logic and cognitive operation which aligns with the concrete stage of Piaget developmental theory.

Using non linguistic representation such as the pictures in Total Recall cards to receive content in various ways according to Marzano's strategies for teaching.

Using the summarize and note taking in Marzano's strategies by summarizing what the student has learned and highlighting the important parts of it.

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

[< home](#)

evaporation

The process of turning from liquid into vapor. [edit](#)

CONNECTION: Water evaporates from wet clothes under the sun and makes it dry.

Evaporation

Vapor Pressure < Atmospheric Pressure
Bubbles cannot form

Boiling

Vapor Pressure = Atmospheric Pressure
Bubbles can form and rise

Change

StoryEtymologyConnections