

## Lesson Plan Idea Format for Scratch

**Grade Level & Subject Area: 6<sup>th</sup> Grade Science – The Water Cycle**

**Standards/Framework (State Standards, Content Standards, InTASC Standards)**

Arkansas State Standards

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.

**Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):**

This lesson would serve as an introductory/starting point to our unit focusing on the water cycle,

**Time (is this a 1 day 50 minute lesson, 5 day 1 hour lesson, once a week over a month lesson....):**

This would be just a 1 day, 50 minute lesson.

**What do the students already know? (This could be the Intro or they have learned information before starting this lesson):**

This would serve as an introductory lesson. This could be new material for some or a review for others. This will be a very basic starting point.

**Objective (What are the students' going to accomplish):**

Students will recognize the 4 discussed steps in the water cycle (evaporation, transpiration, condensation, and precipitation) and their role in the water cycle.

**Materials:**

Student's science journal

Writing utensils

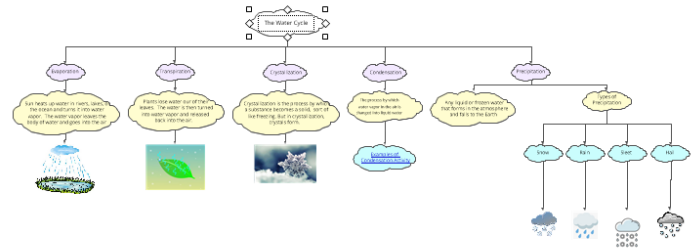
Computer and projector screen (for the diagram)

Inspiration

[Water Cycle Video Link](#)

## Procedure:

When class begins, the inspiration document with the steps in the water cycle will be projected onto the board.



Students will be asked to discuss any thoughts or information they know about the water cycle with their elbow neighbors.

Students will have 3-5 minutes for this discussion. After discussing, students will have 2 minutes to write a few thoughts down in their science journals.

After this brief activity to start their thinking, we will begin our lesson, going more into detail of each of the steps of the water cycle: evaporation, transpiration, condensation, and precipitation.

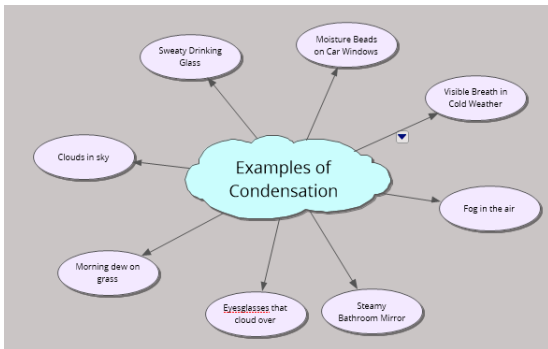
We will start by defining both evaporation and transpiration. They are similar processes so they will be discussed at the same time. Students will learn how each process works, it's importance to the cycle as a whole, and the similarities and differences between the two.

Next, the process of condensation will be defined for the students. They will be

introduced to how condensation works and its importance to the water cycle. After discussing what condensation is, we will use our diagram in inspiration to enhance our discussion. The students will at first, with their elbow partners,

discuss examples of condensation that they see every day. They will have 2-3 minutes to discuss. Next, I will open the Inspiration document labeled "Condensation." Students will share their ideas and we will build the

diagram of examples together.



Next, the process of evaporation will be defined for the students. After defining the term, students will be asked to think about what types of precipitation they are familiar with, aiming for the main 4: rain, snow, sleet, and hail. The inspiration document can be used to keep track of student's thoughts and allow students to have visual of the 4 types of precipitation before continuing with the lesson.

After discussing the 4 steps in the water cycle, students will be shown a video covering the water cycle. This video will serve as a visual representation of the water cycle to help with student understanding.

As a conclusion to the lesson, students will be given an exit ticket to measure their understanding. The exit ticket would include questions such as:

- What are the 4 steps in the water cycle we discussed today?
- What is a fact you learned about one of the four steps?
- What is one question you have about the water cycle after today's lesson?

**Assessment (How will the students' show you that the objective has been met):**

**(Note: the assessment does not have to be a paper and pencil test)**

To measure the students understanding of the lesson, students will be given an exit ticket at the end of class to complete. It will include to questions that cover the topic of the lesson. It will also include on question, asking the students to write down one question that they have after the lesson, allowing to measure the student's understanding and seeing if there was any miscommunication.

**Students will be given the opportunity to**

**A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:**

Students will be introduced to the water cycle. This will be an introductory lesson that allows students to learn 4 steps of the water cycle (evaporation, transpiration, condensation, precipitation) and their functions, as well as how the cycle is important. As a class we will cover each of the 4 steps and the cycle as a whole. Afterwards, we will watch a video together to help students with a more visual representation of each of the steps. To end the lesson, students will be given an exit ticket to assess their understanding at the end of the lesson.

**(I should be able to see and understand your entire lesson by reading this. Remember, Technology is not the lesson. It enhances the lesson)**