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**Lesson Plan Template**

**Lesson Segment Focus:** The Water Cycle **Lesson**  2**of** 2

**Course & topic addressed:** Water Cycle/States of Matter **Date:** 2/5/2019  **Grade:** First

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | During this lesson students will learn that water goes through a cycle that has no beginning or end. They will learn about the different states of matter water goes through. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | In previous lessons we learned about the water cycle briefly when discussing rain and weather. This lesson will stem from that and add more to what the students already know. |
| Knowledge of students background (personal, cultural, or community assets) | Some students may already know about the water cycle and the states of matter but many may not even know what it is. The water cycle can be hard for some students to follow this may be something they have already been told but they still don’t fully understand it. The video should help with this. |

**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. | **1-ESS1-2** Make observations at different times of year to relate the amount of daylight to the time of year.  ESS1.B: Earth and the Solar System |

**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?  What will you do to provide varying supports for students at different levels of academic language development? | It is very important to make students feel comfortable and help them develop their learning. Students will need a strong support of different languages and it’s good to make the students feel comfortable learning and using other languages. I will give extra and specific instructions and practice when needed to be successful. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Condensation  Precipitation  Collection  Evaporation  Solid  Liquid  Gas |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | The teacher will need the filled in worksheet and access to a computer and speakers. |
| Materials needed by students for **this lesson**. | The students will need a worksheet, scissors, glue, and pencil. |

**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.** |
| --- | --- | --- |
| 15 minutes | **Introduction**:  The water cycle video and discussion | I will start the lesson for the students by showing them a water cycle video that may help them get a better understanding of what we have gone over before and to prepare them for the lesson. We will then review the video by having a class discussion. |
| 5-10 minutes | Instruction:  Worksheet  Discuss the properties of matter | First, I will show the students the worksheet and explain to them they are going to have to cut out the boxes and glue them into the right place.  I will then make sure no one has any questions and I will pass out the worksheets.  I will walkaround making sure no one needs any help or has any questions.  The students will do the worksheet on their own and I will ask them to turn it in to me when they are done as they get done, I will have them go back to their seats and read quietly until everyone is done.  This worksheet will help me see if the students understood the water cycle lesson or if they need more time to review it.  I will then discuss the properties of matter with the students. We will have a verbal assessment of this part. |
| 10 minutes | **Closure:**  Class discussion | We will then review the video, worksheet, and properties of matter as a class. I will ask questions and allow the students to share their thoughts. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | I could sit students close to the front during the video if needed. I can also have the video sent home with the students ahead of time to help them feel better prepared. For anyone who needs it I can offer them headphones during the video.  For those who get distracted I can set up their own area to fill out the worksheet. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I can make sure that all accommodations are met and that everyone is getting what they need. I will have the different centers set up around the room for every student who needs different help and assistance. |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| --- | --- |
| 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>; <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>