Name__ Karley DuBar_____

Lesson Plan Template

Lesson Segment Focus_____ Water Cycle Padlet_____ Lesson _____1_____of_____1_____

Course & topic addressed __6th Grade Science/The Water Cycle_____ Date_____4/21/2019_____ Grade___6th___

Student Outcomes

Specific learning objectives for this lesson.	• Students will learn about The Water Cycle through websites, games, and experiments.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	By the end of 5th Grade students should know: Water is found almost everywhere on Earth: as vapor; as fog or clouds in the atmosphere; as rain or snow falling from clouds; as ice, snow, and running water on land and in the ocean; and as groundwater beneath the surface. The downhill movement of water as it flows to the ocean shapes the appearance of the land. Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.
Knowledge of students background (personal, cultural, or community assets)	If students have a background with using Padlet, it may be easier for them to complete the assignment.

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.	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.

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?	A word wall with the key vocabulary terms.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Hydrologic cycle Water (liquid, solid and in the atmosphere) Solar energy Gravity Atmosphere Landforms Plants and other living things

	Evaporation Condensation Crystallization Precipitation Transpiration Energy and matter

Materials

Materials needed by teacher for **this lesson**.	N/A
Materials needed by students for **this lesson**.	Laptop/iPad to access Padlet

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	**Introduction**:	Students will come in and be presented with the objective. They will get their computers or iPads out and will pull up the Padlet that I created.
40	Instruction:	Students will use the Padlet that I made as a hyperdoc. They will complete readings online, they have diagrams to look at, a Water Cycle song to water, Water Cycle activities on BrainPOP, there is a blank water Cycle diagram students will turn in when finished, they will also have examples on the Padlet of what their poster board project will be.
5	**Closure:**	Students will turn in their diagram. I will answer any questions students have before we leave.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	**If students choose, they may work in groups.** **I will also be walking around, and students are free to ask questions.** **Some students may use the Padlet to fill in the diagram.**

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	The Water Cycle diagram is a formative assessment because it allows me to see if they understood the information given in the Padlet.
	☐ Formative /☐ Summative	I will also informally asses students as I am walking around the classroom observing.
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

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; 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