Name___ Karley DuBar___

Lesson Plan Template

Lesson Segment Focus___ Using Splice with the Water Cycle_____ **Lesson _____2_____of____2_____**

Course & topic addressed __Science/Earth's Systems_____ **Date__ March 12, 2019__ Grade__6th_____**

Student Outcomes

Specific learning objectives for this lesson.	Develop a model to describe the cycling of water.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is a continuation of the previous class period. Students should already have a good understanding of the performance expectation.
Knowledge of students background (personal, cultural, or community assets)	

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. ESS2.C: The Roles of Water in Earth's Surface Processes Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (6-ESS2-4) Global movements of water and its changes in form are propelled by sunlight and gravity. (6-ESS2-4)

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?	There will be a word wall already created, since this is the second part of the lesson. I will provide cognates in the word wall to help with ELL students.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Evaporation Precipitation** **Transpiration Condensation** **Run Off**

Materials

Materials needed by teacher for **this lesson**.	N/A
Materials needed by students for **this lesson**.	Their Water Cycle Model iPad Splice App

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.
1-2	**Introduction**:	Introduce the learning objective. Introduce the app Splice. Allow students to download the app, if they have never used it before.
40	**Instruction:**	Students created and videoed themselves the previous class developing a model of the water cycle. Students will finish their models today—if they are not finished—and merge all of their videos together using Splice. Splice will allow students to take multiple videos and even pictures and put them all together in one video. Once students have their video created, they will turn in the video and the model for a grade.

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.
3-8	**Closure:**	Wrap up. Answer any questions students may have. Allow them to turn in their models and videos.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will allow students to use the word wall. Students will be in groups, so they will be able to work together. I may also scaffold some students models, where they are not as in depth as others.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	

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	Their Model of the Water Cycle will serve as a formal formative assessment.
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	N/A

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