

Name Kristen Laky

Lesson Plan

Learning Segment Focus The Water Cycle **Lesson** 4 **of** 15

Course & topic addressed Science **Date** 02/04/2020 **Grade** 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn and understand the water cycle and how the environment can affect it.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students previously learned about living environments and how external things can affect it. Students know and understand how the environment can alter the lives of the creatures who live within it. Students have also previously learned about changing states of matter involving the water molecule.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The class population is approximately 93% made up of Caucasians while the other 7% is represented by African Americans and Hispanics. Most of the students live in poverty with many of them living with grandparents/one parent, stepfamilies, foster families or unmarried cohabiting adults. The community is made up of a mostly rural area that is represented by a mass amount of wildlife which can help with relatability with the effects of the environment on the cycles of life.

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>LS2.C: Ecosystem Dynamics, Functioning, and Resilience When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (3-LS4-4)</p> <p>LS4.C: Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Water Cycle • Run off • Precipitation • Condensation • Accumulation
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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 Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Within the lesson, when the students come across a new word, that word will be defined in a way that is relatable to the students. Word webs will be given to each student that will have the words and definitions on it as well as a clue to help them remember each word. The class will also participate in word games that involves flashcards and using the new words in sentences that are relatable to the students.</p> <p>Once the students are comfortable with the new words, the new words will be added to the ever-growing word wall that represents the words of the given content that is being covered.</p>
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Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	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)
17 Minutes	<p><u>Closure:</u></p> <p>Poster (17 Minutes)</p>	<ul style="list-style-type: none"> At the end of class, students will have time to create their own Water Cycle posted. They can use markers, colored pencils, or crayons to color and draw out their Water Cycle posters. Students will be encouraged to be creative. They can also use yarn or other materials to create a 3D look as well. Once students have finished their posters of the water cycle, they will be hung in the hallway for all to see. The teacher will be walking around the room and monitoring the students to check for understanding and help where needed.

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>	<ul style="list-style-type: none"> <u>Remediation:</u> I will check their specific remediation and try to incorporate it into the lesson without making it obvious what I am doing so I do not single them out. If their remediation is to be worked with one on one, I will do that as well. <u>Intervention:</u> If a child needs to read out loud, reread their text or needs dictation I will accommodate all of those needs to the best of my ability. <u>IEP/504:</u> I would follow the IEP and 504 to help the child however I could with the lesson. <u>LEP/ESL:</u> I would do my best to find an interpreter or send messages home through google translate to help me. I would do my best to still teach the child the English alphabet as he/she would need to know that for so many things here in the US. <u>Gifted Students:</u> I might have to speed the lesson up for them or let them work ahead. I also could let them work with other students who might not have caught on as quickly.
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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>Instead of having all the students fill out their word web, the teacher could fill it out for them. Definitions and words can be color coded to help with learning difficulties.</p> <p>To enhance explicit instruction, the teacher could give the students a change to create their own word web with their own designs. This will help bring some more creativity into their definitions.</p> <p>If needed, students can work together when creating posters to aide with any problems.</p>
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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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

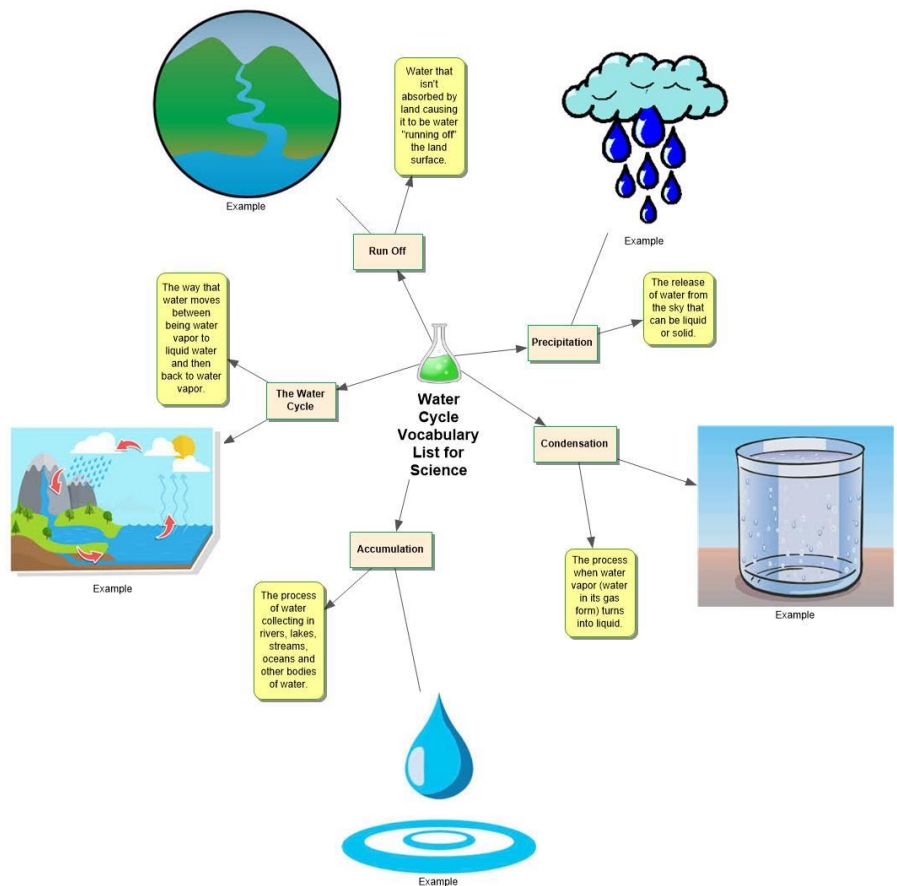
<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	
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Lesson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

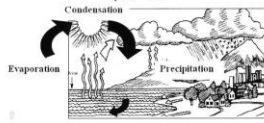
<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZQJ: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.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>



Weather - The Water Cycle



Where does the water that causes rain come from? Actually, the water was there all along. All of the water in the whole world has always been here. Think of all of the oceans and lakes on the globe. This is where the tiny water particles in the air come from. But how does this happen?

The Earth's water cycle begins with a change in temperature. When the sun heats the Earth, a little water from oceans, lakes, and rivers evaporates. It turns into an invisible gas or vapor. Water molecules rise into the air. Eventually, clouds form and the water drops back to Earth as rain. The rain flows into rivers or streams back to the ocean or lakes again. Do you see the arrows in the picture? These arrows show the path of water from the ocean, to the sky, and then back to the earth. This is the water cycle.

Condensation also plays a big role in the creation of rain. The air far up in the sky can be very cold. When the warm air that contains invisible water droplets rises from earth and meets cold air, the droplets become visible. This process is called condensation. Clouds are formed as the air high up becomes colder and heavier. When the water drops grow too heavy to be held by the air, they fall out of the clouds as precipitation, or rain. The rain runs into the Earth's oceans, rivers, and lakes. Then, the cycle starts all over again!

What I know about the **Water Cycle**

collected by: _____