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Lesson Plan Template

Lesson Segment Focus: The Water Cycle, The effects of Rainfall **Lesson: 1 of 3**

Course & topic addressed: Science; Water Cycle and Rainfall **Date: 10/10/18** **Grade: 4th**

Student Outcomes

Specific learning objectives for this lesson.	The steps of the water cycle. The effects of rainfall land and the amount of rainfall in different regions of the United States.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson requires the prior knowledge of cause and effect, patterns, and meaning of measurements. It also requires the prior knowledge the students have learned on how to make observations or how to use their prior observations.
Knowledge of students background (personal, cultural, or community assets)	The knowledge of the many uses water has in their environment.

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.	**4-ESS2-1** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, or volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.] **ESS2.A:** Earth Materials and Systems ♣ Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)

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?	During the lesson the definitions of important keywords will be emphasized and defined. A list of the keywords and their definitions will be provided to the class for reference.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	The water cycle, precipitation, condensation, transpiration, evaporation, runoff, groundwater and rainfall.

Materials

Materials needed by teacher for **this lesson**.	PowerPoint, flyer, spreadsheet, reference sheets
Materials needed by students for **this lesson**.	Paper, flyer, reference sheets, writing utensils

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 to 7 minutes	**Introduction**: Sharing and discussing	The students will have a chance to talk about how they use water in their environment and where does the water they use come from.
35 – 40 minutes	Instruction: PowerPoint	A presentation using PowerPoint will be used to talk about the water cycle. There will be one slide per step in the water cycle. (ex. One slide presenting information about precipitation) Each slide will talk about what happens during this step of the water cycle. After, the whole water cycle is presented to the class the presentation will continue. The measurements of rainfall in Northern, Southern, and Central regions of Arkansas will be presented in a spreadsheet (pdf) for the following five months: January, April, July, October, and December. Each spreadsheet will contain the annual average amount of rainfall for the regions. The final spreadsheet will have the estimate average of rainfall of Arkansas, using the average rainfall from the other spreadsheets. This data and graphics of the different regions will be used to compare and contrast the effects of rainfall in each region.

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 to 7 minutes	**Closure:** Discussion	The class lesson will end by the students discussing how important they think water and or rainfall is. The students will be notified about their homework assignment (creating the water cycle). A flyer will be given to each student to take home. The flyer is meant to encourage parents and the community to attend the event the class is presenting to talk about how important water is to our environment and how we should take care of it.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	The visual representations and information will be highlighted for the students. The reference sheets will have the definition of the keywords for this lesson in a simplified version and/or will include a translation in the student's first language.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The class lesson will contain visual and oral presentation of the information. The students will also be given reference sheets that will have the water cycle, key words and the effects of rainfall that the students will keep and can go back to at any time. The students will also have the opportunity to discuss and share with each other so that they can gain ideas and information from one another.

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 / X Summative	Homework: Students will have to create their own water cycle. (drawing, painting, crafts, graphic using technology)
	☐ Formative / X Summative	Exam over the three lessons.
	☐ 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