

Lesson Plan

Lesson Segment Focus: Evaporation

Lesson: 1 of 1

Course & topic addressed: Science: The Water Cycle

Date: December 3rd, 2019

Grade: 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will evaluate their data on evaporation and create a graph using that information. Students will be able to apply and interpret data in graphical displays to reveal patterns and relationships.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students previously learned about the water cycle. They know there are three phases of the water cycle, which include evaporation, precipitation, and condensation.
Knowledge of students background (personal, cultural, or community assets)	Students can see how a rain puddle evaporates outside after a storm.

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.	5-ESS1-2: Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.
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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?	I plan on using a hands-on experiment to gain students' interest and make learning fun for them. I will use graphs and charts so students can visualize their findings.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Water cycle, evaporation condensation, and precipitation
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Materials

Materials needed by teacher for this lesson.	TTW need 4 identical jars, masking tape, measuring cup, water, salt, spoon, 2 jar lids, ruler, sharpie, computer, SmartBoard, Microsoft Excel,
Materials needed by students for this lesson.	Paper, pencil, Science Journals.

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 min	<u>Introduction:</u>	TTW ask students questions to assess their knowledge on the water cycle. TTW inform students that they will be doing an experiment that will last a week to observe condensation. TTW gather materials and ask students to listen closely.
30 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> • Demonstrate experiment • Set out jars • Record predictions • Share with class 	<p>TTW explain the experiment to the students and demonstrate.</p> <ol style="list-style-type: none"> 1. TTW put strip of masking tape down the side of each jar. 2. Using the measuring cup, TTW pour half a cup of water into each jar. TTW stir a spoonful of salt into 2 of the jars. TTW mark the two salt jars with an S, using a sharpie. TTW mark the other two jars with an F. 3. TTW make a mark on the masking tape using her sharpie to mark the water level. Then TTW put the lids on one S jar and on one F jar. 4. TTW place the jars by the window where they will get some sun. <p>TTW explain to the students that every class day for the next week, they will mark the jars at water level to see how much of the water has evaporated.</p> <p>TTW ask the students to get out their Science Journal. TTW instruct the students to make predictions on which jar the water will evaporate from first, second, third, and then last. Students must explain why they came to this prediction.</p> <p>TTW then ask for students to volunteer their predictions.</p>
5 minutes	<u>Closure:</u>	TTW ask students to put away their science journal. TTW inform students that they will check the water level during the first 10 minutes of each class period over the next week. The teacher will rotate students to help with this task.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For ESL learners, I will make sure to use clear, slowed speech. For my students who might have an IEP, I may have to alter the activity. I might make their science journal entry shorter.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could also divide students into groups, and assign each group their own jar to observe. This would allow for a more hands-on experience.
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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

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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: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>;

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