

Lesson Plan Template

Learning Segment Focus Science

Lesson 6 of 10 Topic The Water Cycle Date 04/03/2021 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	By the end of this lesson, TSW be able explain the water cycle process, including writing about, drawing and verbally describing with detail, with at least 95% accuracy.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This unit includes an array of weather topics, primarily focusing on cause and effect. Students have been previously discussing weather-related natural hazards and disasters, human related ozone changes and how all things impact our world beginning with us. Students will be learning the water cycle as an example of the process of cause and effect.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This lesson includes Padlet as a technological advantage, allows students to realize their impact on our world and will hopefully allow them to contribute positively to our environment. This lesson will include home-based activities as well as in class group work.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Cause and effect relationships are routinely identified, tested, and used to explain change.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Water cycle, precipitation, evaporation, condensation, environment, cause & effect, natural hazards, natural disasters, atmosphere, transpiration, accumulation
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Academic Language Support

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? 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) ?	Students have been learning about cause and effect through weather for the last week. Five prior lessons have been completed. Students have been shown videos, had discussions, provided examples, completed minor activities, and have seen modeling of the process. Students will be walked through each piece of this lesson, provided clarification and guidance when needed and scaffolding will be available at all times.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Chromebook, Smartboard, Padlet, Internet, Whiteboard, Dry erase markers, Dry erase eraser
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Chromebook, Padlet, Science journal, Pencil, Markers/Crayons/Colored pencils

Lesson Timeline with Instructional Strategies & Learning Tasks

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)
10min	<u>Introduction:</u>	TTW ask the students to get out their Chromebooks and Science journals so they can get started on today's lesson. She will tell them to open their emails and click the link she has sent them from Padlet. She will tell them that the Padlet they are opening is going to be their storyboard. This is where they are going to collect all of their data. *She has placed 3 things relevant to today's topic in there already. She will ask them to turn their Chromebooks around and watch the video introduction of today's topic. *She asks them to turn their Chromebooks around so that she knows they are not playing on them and are paying attention to the video being played on the Smartboard. TTW play The Water Cycle by Blazer Fresh on GoNoodle for the class. After the video is complete, she will add it to their water cycle Padlet and have them turn their Chromebooks back around.
20min	<u>Instruction:</u>	Now that the students are aware of today's topic, TTW have them search the internet and add information about the water cycle to their class Padlet. The students will have approximately 10 minutes to find information and post it for the rest of the class to see. The information can be a picture, GIF, video, website, book link, etc. She informs them that the information must pertain to the topic, it must be valid and they must use good digital citizenship or they will be removed from access to the Padlet and will receive a 0 for today's lesson as well as a trip to the office and a phone call home. TTW walk around the room monitoring and answering questions as needed. Once the 10 minutes provided is up, TTW discuss the process of the water cycle. She will choose a few of the Padlets that the students posted to backup her explanation. She will then draw her own version of the water cycle on the whiteboard while asking the students to provide and explain each step. As the students tell her the steps and explanations, she will draw pictures and label each. Then she will ask the question, "WHY?" She will allow the students to provide guesses and the class will discuss cause and effect.
10min	<u>Closure:</u>	TTW explain to the students that they will use their Science journals to draw their own version of the water cycle and will then write one paragraph explaining their "why." She will inform them that

		they can begin now but will need to finish for homework and return ready to present tomorrow.
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Technology Integration

Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.	<p>In this lesson, Padlet is being used on the Chromebook and SmartBoard. Padlet was chosen as a class collaborative tool. Using Padlet, the students are learning and adhering to appropriate digital citizenship, collaborating as a class for a research based purpose and using technology in a fun and inventive way while learning about the topic provided at the same time.</p> <p>We live in a technological world so any lessons that can include technology is beneficial for our students. Technology can be extremely user friendly if taught and understood correctly. By starting with simple aspects, like filling data into a table that is linked to graphs, we are strengthening the students content knowledge as well as expanding their technological knowledge.</p>
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Accommodations/Modifications

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.)	Extended time to complete, large print materials, small group work, one on one direction and/or assistance (including reading), ability grouping, quiet space to complete work, preferential seating
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Differentiation

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.)	Extended time to complete, large print materials, small group work, one on one direction and/or assistance (including reading), ability grouping, quiet space to complete work, preferential seating
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The students contributing to the Padlet as well as the drawing and paragraph explanation and presentation of this information.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	The students will be taking a Google Forms assessment at the end of the unit that will cover all aspects of this unit.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

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 .	Collaborative learning is one of Lev Vygotsky's best theories! The Zone of Proximal Development says that learners depend on each other to succeed. Using Padlet allows for that collaboration between the students.
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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/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>