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## Lesson Plan Template

Lesson Segment Focus The Water Cycle Lesson 1 of 2

Course & topic addressed Science & The Water Cycle Date 11/25/2019 Grade 2<sup>nd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to explain the water cycle.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have not previous knowledge of the water cycle.
Knowledge of students background (personal, cultural, or community assets)	n/a

### 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.	AR.Math.Content.1.MD.C.6. Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs.
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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?	Teacher will use key vocabulary to promote student learning.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Evaporation, condensation, precipitation, collection</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Computer, smart board, padlet, ice, water, glass, shirt, water cycle diagram worksheet
Materials needed by students for <b>this lesson.</b>	Pencil, water cycle diagram worksheet

## 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.
10 min.	<b><u>Introduction:</u></b>	TTW begin in front of the classroom. TTW tell the students that she is sad because a glass of water fell on her shirt. TTW pull the shirt out of a bag and show it to the students. TTW pretend to be upset about the shirt being ruined. TTW tell the students that she will have to throw it away. TTW give the students a few moments to object, hopefully someone will suggest that the shirt will dry. TTW ask the students what it means for something to dry. TTW ask the students “ where does the water go when something is drying?” TTW tell the students that they will be learning where water goes in the water cycle.
45 min.	<b><u>Instruction:</u></b>	<p>Explicit instruction:            TTW ask the students “ what does a wheel do on a bike?” TTW explain that water goes in a cycle just like a wheel goes round and round. TTW instruct the students to watch the water cycle on the padlet board. TTW pause when necessary to elaborate or discuss what is meant by the key vocabulary. After the video TTW use a glass of ice water as an example for condensation and collection and a glass of boiling water for evaporation if the students need more help with vocabulary. TTW will show the water cycle song video on the padlet board also.</p> <p>Guided Practice:            TTW hand out the water cycle diagram worksheet. TTW tell the students to sit in a circle on the floor with the diagram in front of them. TTW tell the students to put their finger on the picture in the diagram that matches the word she calls out. TTW call out the following words: water, sun, evaporation, condensation, cloud, rain, precipitation, collection, condensation.</p> <p>Independent Working Time:            TTW hand out the second page of the worksheet. TTW explain the model, how to cut out the labels, and glue them on the diagram. TTW instruct the students to raise their hand as they complete the assignment.</p>
10 min.	<b><u>Closure:</u></b>	TTW go to each student as they finish and ask them to point to and describe the parts of the water cycle on their diagram.

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.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Some students may need extra time to complete the assignment as well as visual and verbal clues to help them finish the diagram.
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#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Advance students may label their diagram by writing the words instead of cutting and pasting them on.
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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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