

Name Tiffany Holt

## Lesson Plan

Learning Segment Focus Water Cycle Lesson 3 of 4Course & topic addressed Earth Science/Water Cycle Date 09/19/2020 Grade 4

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	To be able to identify the steps that make up or complete the water cycle
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	This task will allow assessment of spelling, properly labeling items, and what kind of skills the students have developed. It will also allow the teacher to make an assessment on how the student retain the information they are given.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The lesson plan will be one or more of the following: community, personal, cultural, or personal assets. The students will be able to relate to this project by using their memory. They can reflect on a time that they have seen a precipitation, a body of water, clouds, and condensation. They will have a chance to share their experiences.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Ess2.A: Earth Materials and Systems Rainfall helps to shape the lands 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)
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Water Cycle, Condensation, Evaporation, Precipitation, Collection, Rain, Snow, Sleet, Hail, Clouds, Water, Liquid, Vapor, Sun, Lake, Stream, River, Ocean
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	The academic language used will be that of vocabulary: water cycle, condensation, evaporation, precipitation, collection, rain, snow, sleet, hail, clouds, water, liquid, vapor, sun, lake, stream, river, ocean. These vocabulary words will be utilized by watching the educational video that will be shown during class, the worksheets that will be given, and on the model that the students will make. The students will make a spinning wheel that will have pictures of each step. They will be able to spin the wheel and visually see each step. The lesson demonstrates vocabulary that is grade/subject specific. The students will use their listening, speaking, and writing skills to perform this lesson.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Printer, Paper, Glue sticks, scissors, pens, pencils, You Tube, metal fastener, white board/smart board, markers, manila folder
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Paper with printed material, pens, pencils, scissors, glue sticks, manila folder with a pre-drawn circle

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### 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)
5-10 minutes	<b>Introduction:</b> I will state what the agenda is for the class period	I will be speaking to the students, using a diagram to show the students what we will be going over. I will also be writing what we are doing on the white board while I am going over it, so that students can see what in on the agenda for the class period.
30-45 minutes	<b>Instruction:</b> <ul style="list-style-type: none"> <li>• I will show a video that will go over the water cycle and what each step means and requires.</li> <li>• After showing the video I will show them a model of the spinning wheel that I previously put together.</li> <li>• I will explain to them that we will be cutting out the circles on the worksheet along with the pre-drawn circles on the manila folders. We will then be gluing the paper circles onto the manila circles and placing the metal fastener through the center of both circles latching them together.</li> <li>• Once the circles are glued together and fastened, we will use the wheel to review what we had learned.</li> </ul>	<p>I will be using the overhead monitor to show the students a video on the water cycle. This video can be found on You Tube at the link <a href="https://www.youtube.com/watch?v=n7OkKEbOc6E">https://www.youtube.com/watch?v=n7OkKEbOc6E</a>. This video will show the steps that are targeted in the lesson plan and will give examples/descriptions of what each step does/holds.</p> <p>I will then show the students an example of the water cycle spinning wheel that we will be creating to help us remember what we learn.</p> <p>I will then instruct the students on what to do with the assignment. I will explain that we will be cutting out the circles that are drawn/printed on the sheets that were given to them, we will be gluing them to the folders that we cut, fastening them together, an using them as a visual model to helps us learn the materials.</p> <p>After the student begins the assignment, I will be walking around the room looking at the progress and helping any student that may need help. Making sure to have the example near by to show the students what it will look like when they are done.</p> <p>I will make sure to ask questions while walking around to help them stay sharp and remember the cycle.</p>
5-10 minutes	<b>Closure:</b> When finished putting the spinning wheel together, we will go over the steps once more along with what each step consists of. I will give a worksheet for the students to take home. The worksheet will instruct the students for label the steps and write a	I will stand at the front of the classroom, so that every student can see and hear me. I will be asking the students to say the name of the step I point to and to give a small/brief description. I will ask the students if they have any questions on what we went over. Once done with questions and answers I will pass out the worksheet that will be sent home and explain what I am waning them to do.

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)
	brief story of a time that they had witnessed precipitation.	

**Accommodations/Modifications**

How might I <b>modify</b> 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.)	For students that need modification may need additional help will receive already cut out pieces that need to be glued and fastened. If there is any additional help that is needed, a water cycle spinning wheel that is already completed can and will be given so that particular student will still have a visual model to reflect on.
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**Differentiation**

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)	I will provide the materials need to complete the assignment such as paper that already had the cutouts printed, the manila folder with circles already drawn on them, scissors, glue sticks, metal fasteners, pens, and pencils. I will also have the instructions written on the blackboard at the front of the classroom so that the student may look and see what he or she is supposed to be doing. The instructions will also be printed at the top of the worksheet they are given.
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> 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 checked="" type="checkbox"/> Summative	How confident they are in pasting the cut outs on their paper to produce a diagram.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	How confident they are when going over the steps of the water cycle.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Looking at the worksheet that was sent home for homework (Student is to fill in the steps of the water cycle along with writing a short story of a time they witnessed precipitation.)

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	Research shows that modeling is an instructive strategy. Instructive strategy gives the child a chance to slow their thinking process down to a rate that they are able to think deeply about what they are learning or the process of something. The child is more likely to retain or remember the materials learned when they have the ability to use the thinking process. It also shows that a hands-on assignment will give the student a better insight of how the process works because they are able to see and feel it rather than just imagine.
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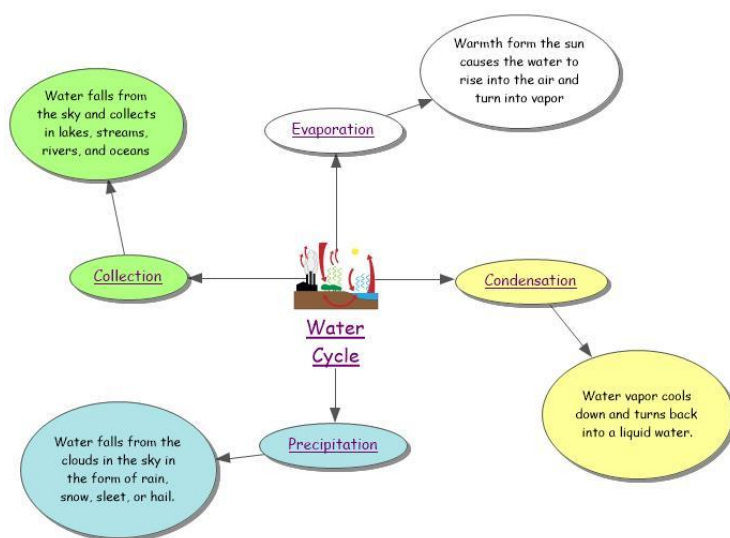
**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>; <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>

- Below is the link I will use for the educational video at the beginning of the class  
<https://www.youtube.com/watch?v=n7OkKEbOc6E>
- Below is a diagram that I would use to inform or show the students what steps are in the water cycle.



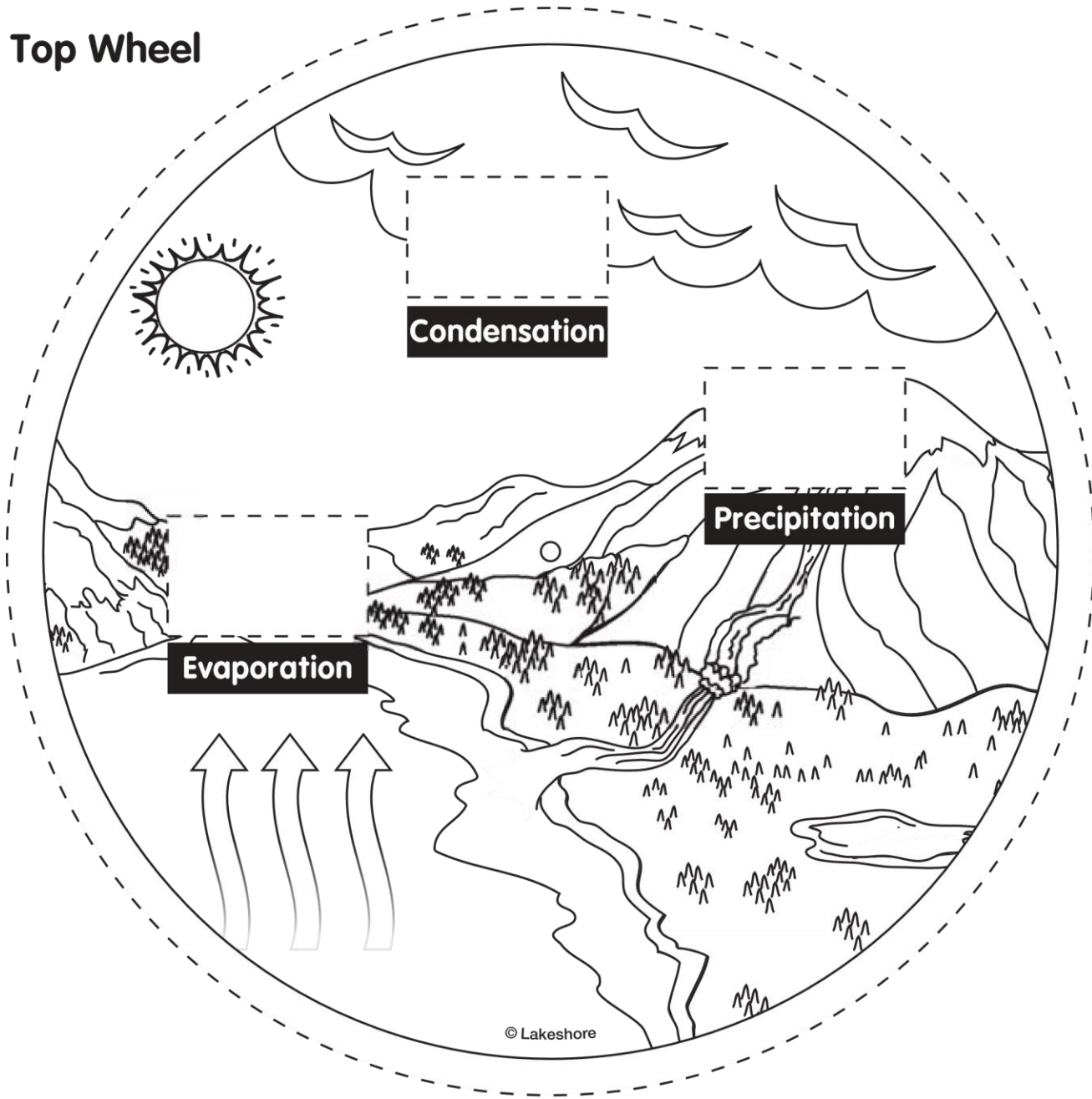
- Below is the worksheet that will be sent home for the students to work on and turn back in.

### Directions:

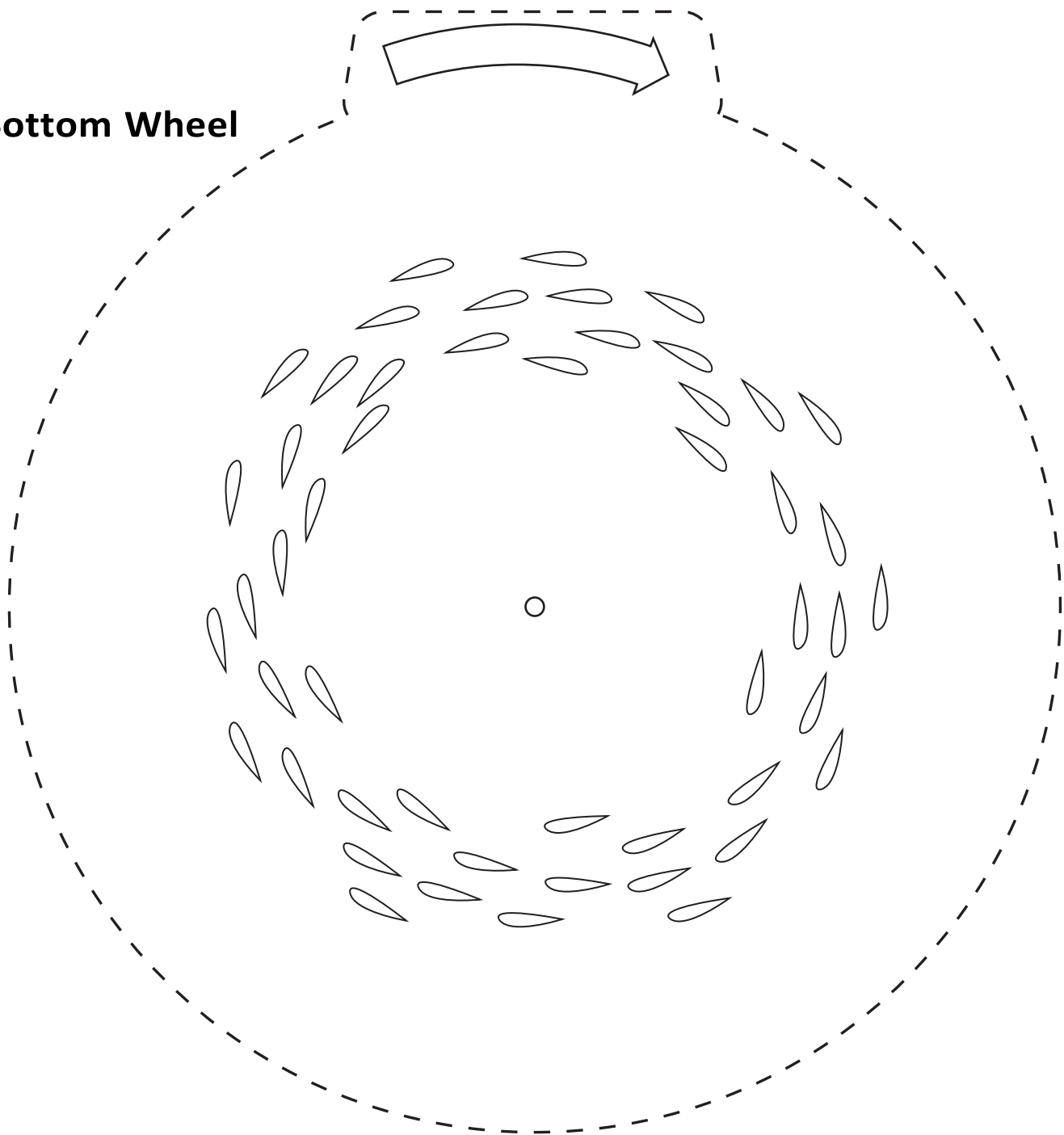
1. Color both wheels and cut them out.
2. Cut along the dashed lines to create three windows on the top wheel.
3. Place the top wheel on top of the bottom wheel. Push a metal fastener through the center of both wheels and secure on back.
4. Turn the wheel to see the water cycle in action!

# Water Cycle Spinner

## Top Wheel



**Bottom Wheel**



- Below are the worksheets that will be sent with the student for homework



Write a brief summary of a time that you were able to see precipitation. Remember precipitation can be in the form of rain, sleet, snow, or hail.

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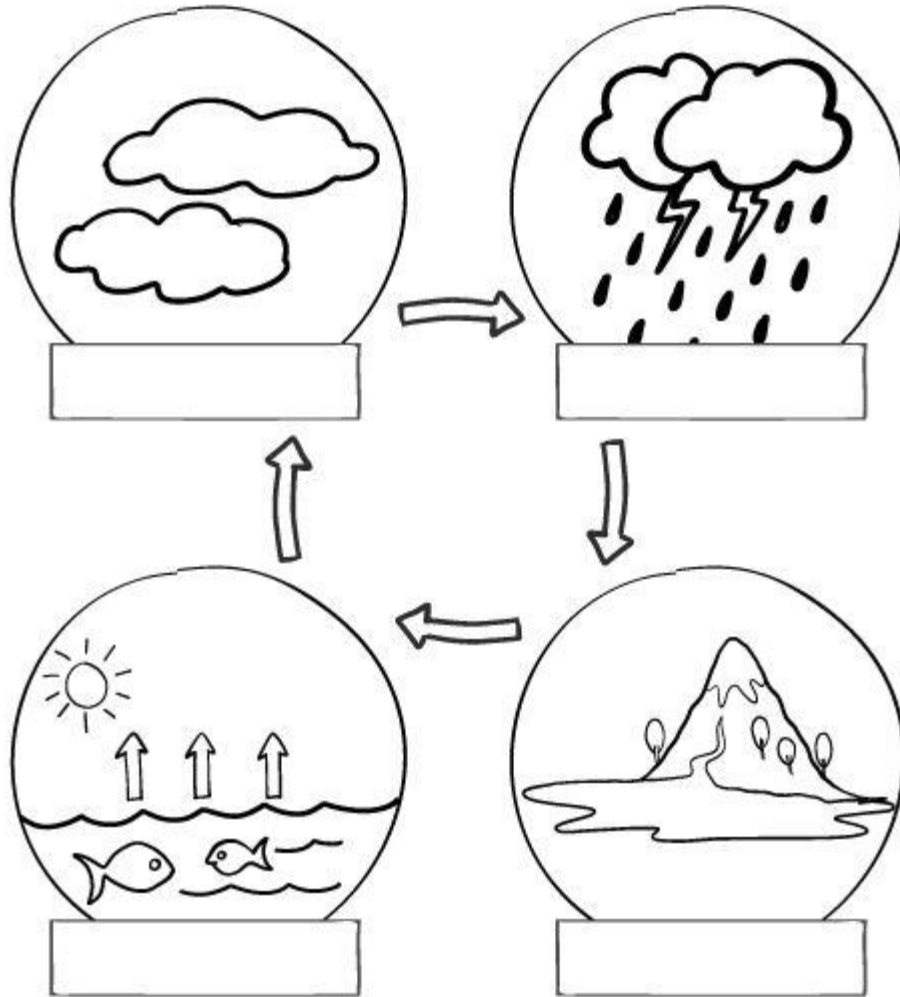
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## The Water Cycle

Color and complete the cycle with these words:  
Precipitation, Collection, Evaporation and Condensation



Name \_\_\_\_\_

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