**LESSON 1**

**DIXIE STATE UNIVERSITY – DEPARTMENT OF EDUCATION**

**ELEMENTARY 4th SEMESTER & STUDENT TEACHING LESSON PLAN TEMPLATE**

 *(1/25/13)*

Teacher Candidate: Cheyenne Mellor Grade Level: 4 Title: Where is all the water?

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| **CONTEXTUAL FACTORS** (classroom factors) |
| **Contextual Factors:**22 students 12 males 10 females* 1 bridging ELL
* 1 student with severe allergies to milk, egg, peanuts
* 4 students with ADHD
* 1 student with a blood disorder (vWF)

Classroom environment:* Classroom has a Promethean board and Ipads for each student. Students sit at tables with groups of 5-6 people. Once student sits on an exercise ball to help him stay focused. Another has a toy he plays with to help with his ADHD. Students do group work with their team of 2-3 people.
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| **WALK-AWAY** (As a result of this lesson, what do I want the students to know, understand, and be able to do?) |
| **State Standard/Objective:** Science Standard 1: objective 1a: Identify the relative amount and kind of water found in various locations on Earth (e.g. oceans have most of the water, glaciers and snowfields contain most fresh water). (SIOP 3)**Content Walk-Away:** I will understand that water is found in various locations on Earth which vary in volume.**Language Walk-Away:** I will write a list of different places where water can be found.**Vocabulary**: fresh water, salt water  |

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| **ASSESSMENT EVIDENCE** (What evidence do I need to show the students have learned the Walk-Away?) | **Modifications/Accomoda-****tions** (ELL, IEP, GATE, etc.) |
| **Formative Evidence** (checking for understanding throughout the lesson):* List where water may be found on Earth
* Prediction pie chart
* Models using dry beans

**Content Walk-Away Evidence (Summative):**I will have the students turn in their note sheets as well as their independent research on water conservation. **Language Walk-Away Evidence (Summative):** The note sheet will include their written list of water locations. | ELL: He is put in a group with a medium and a higher learner.GATE: SEE Summative section for extension. |

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| Approx.Time | **ACTIVE LEARNING PLAN** |
| 10 min5 min2 minutes8 minutes3 minutes10 minutes5 minutes10 min | **Activate/Building Background Knowledge**Review content and language objectives using slides (SIOP 1-2). Have students read aloud with me.“The Earth is made up of 75% water and 25% land”. I will show the students a pie chart to help them visualize. Students will have a note sheet where they will each draw a chart or other drawing to show these percentages. Where are some different places on Earth where water can be found? (SIOP 15). In groups of 2-3, students will create a list of all places where water can be found (SIOP 7-8). Although they will be working as groups, each student will write on their own paper (SIOP 21-22).***Formative assessment****:*

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| Learning Goal | Success Criteria | Assessment Strategy |
| Identify the relative amount and kind of water found in various locations on Earth | The Earth’s surface is made up of 25% land and 75% water. | Students will create a quick drawing to show these percentages. |

*Modification/accommodations: (ELL, IEP, GATE, etc.)*Groups are set up in a way where there are different learning levels in each. Use a globe to give students an extra visual. Walk around to ensure that each student gets an idea of the water to land ratio (SIOP 4).**Focus Lesson (“I do it”)**“Water experts have decided there are three main categories of water on Earth.” SIOP 10. Place the subheadings on the board: Ocean, freshwater, and glaciers. I will review the meaning of each (SIOP 19). “In your same teams, I want you to organize the places under the three headings depending on where each is located. You will do this by rewriting each one in a category.” SIOP 11 Although they are working in teams, they will be filling out their papers individually. After they have a few minutes to discuss, they will share as I list them on the board. I will explain the meaning of each of the categories (SIOP 9). Move to We do.Such a small portion of Earth’s water is fresh water. Fresh water is the only water we are able to use for drinking, bathing, farming etc. There is no way to create more water. All the water that is here today is the same water that has always existed but it has gone through a cycle over and over again. Since only a small portion of Earth’s water is fresh, we need to do our part in conserving it. Move to You do Alone.***Formative Assessment:***

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| Learning Goal | Success Criteria | Assessment Strategy |
| Identify the relative amount and kind of water found in various locations on Earth | Water can be broken down into three main categories: ocean, glaciers, fresh water. | They will sort specific places into the three categories. |

***Modification/accommodations:***Walk around as they work in groups to make sure each student is contributing.Pay close attention to Christian, Saleena, and Braxton during group time; refocus their attention if needed. Braxton will be allowed to “play” with his puzzle to help him focus unless it becomes a distraction for others. SIOP 13**Guided Instruction (“We do it”)**On the same note sheet, they will predict the amounts of each category adding to 100%. There will be a jar that says SALT WATER, one that says GLACIERS, and FRESH WATER for each group. They will divide up 100 dry beans to show their estimation. (SIOP 6& 12& 20)I will then present the actual percentages: 97% Salt water, 2% glaciers, 1% Fresh water.I will walk them through the actual percentages as they fill out a pie chart. SIOP 14 **Move to** “You do it together”*Formative Assessment:*

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| Learning Goal | Success Criteria | Assessment Strategy |
| Identify the relative amount and kind of water found in various locations on Earth | Understand that Earth’s water is 97% Salt Water, 2% glaciers, and 1% Fresh water. | Students will create a pie chart with the correct percentages.SIOP 12&13 |

*Modification/accommodations:***Collaborative/Cooperative (“You do it together”)**Groups will work together to create the correct representation of water distribution using the dry beans. (SIOP 16&17&20)Move to “I do”Students will think about (SIOP 18) and then share with their group the meaning of the word conserve. Together they will use their research to create an ad promoting water conservation. It must contain a visual and a percentage to show the small amount of fresh water compared to ocean water. *Formative Assessment:*

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| Learning Goal | Success Criteria | Assessment Strategy |
| Identify the relative amount and kind of water found in various locations on Earth | Only a small portion of Earth’s water can be used for drinking. | Create a representation using beans. Create an ad explaining the importance of water conservation. |

*Modification/accommodations:*For high learners to extend their learning, they will be given this question to research during independent work time: Describe what it means for water to be a renewable resource. If water is renewable why must we conserve water? (SIOP 5& 15)**Independent (“You do it alone”)**Students will research and make a list of different ways that they can conserve water. They may use their ipads as a resource.Move back to “You do together”.***Summative Assessment:****I will have the students turn in their note sheets as well as their independent research on water conservation.* ***Modification/accommodations:***Seth may use headphones with his Ipad to have the words played back to him. He will be encouraged to read along with the audio.**Closure/Review of walk-aways, vocabulary, and essential questions** Groups will present their ads to the rest of the class. The class and I will give each group feedback (SIOP 29). We will look at the content and language objectives and decide if we have met them. Each student will write and turn in one question they would like to have answered as we continue through the water cycle unit (SIOP 27-28).  |

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| **SIOP Indicators** *(Add SIOP number and description within the lesson plan)***Preparation:** 1-Content objectives, 2-Language objectives, 3-Content appropriate, 4-Supplementary materials, 5-Adaptation of content, 6-Meaningful activities **Building Background:** 7-Linked to background, 8-Linked to past learning, 9-Key vocabulary**Comprehensive Input:** 10-Appropriate speech, 11-Clear explanation, 12-Variety of techniques**Strategies:** 13-Students use learning strategies, 14-Scaffolding, 15-Higher-order thinking, **Interaction:** 16-Opportunity for interaction, 17-Grouping supports objectives, 18-Wait time, 19-Opportunity for L1 students**Practice/Application:** 20-Hands-on materials, 21-Activities to apply content/language knowledge, 22-Language skills: reading, writing, listening, speaking**Lesson Delivery:** 23-Content objective supported, 24-Language objective supported, 25-Students engaged, 26-Pacing**Review/Assessment:** 27-Review vocabulary, 28-Review concepts, 29-Feedback, 30-Assessment  |

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| **TEACHING NOTES** |
| ***Remember:***Have Powerpoint transferred to ActiveInspire. ***Materials:***Student note sheets, beans, Small Poster board, Powerpoint.***Time needed:*** 1 hour |

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| **REFLECTION AFTER LESSON** |
| *This lesson was effective in getting the students to understand where the water on Earth is located.**Notes for next time:* *\*Have a globe available for a supplementary material. If there were enough globes for each group, I would like to have each group discuss their predictions by looking at the globe.**\* Make sure students already know how to create pie charts before this lesson.* |