**Water Cycle #6**

Teacher Candidate: Cheyenne Mellor Grade Level: 4 Title: Water Cycle bags (#4)

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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 have 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. One student sits on an exercise ball instead of a chair to help him stay focused. |

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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**: 4th grade Science standard 1: Objective 2: A: Locate examples of condensation and evaporation in the water cycle (SIOP 1-3)**Content Walk-Away**: I will locate the different places water can be found as it travels through the water cycle.**Language Walk-Away**: I will write a story from the perspective of a water droplet**Vocabulary**: Condensation, evaporation, precipitation, collection |

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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): Students will record their journey on their worksheet. For each transition, they will write what kind of change happened (evaporation, condensation, melting, freezing)**Content Walk-Away Evidence (Summative):**Students will write a story as if they were a water droplet. They will use the vocabulary words to describe their journey.**Language Walk-Away Evidence (Summative):**Students will write a story as if they were a water droplet. They will use the vocabulary words to describe their journey. (SIOP 30) |  |

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| Approx.Time | **ACTIVE LEARNING PLAN** |
| 5 minutes(SIOP 26)5 min5 min10 min10 min (not during this same tome frame)3-5 min | **Activate/Building Background Knowledge**I will read a story called “Drips journey”. “As I read this story, I want you to listen for any vocabulary words that it might have (SIOP 22). This story is written in the perspective of a water droplet. You may close your eyes in order to visualize what I am reading.” (SIOP 13)*Formative assessment:*

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| Learning Goal | Success Criteria | Assessment Strategy |
| Understand the water cycle. | Students will review the water cycle | Students will listen as I read a story that reviews the water cycle. |

*Modification/accommodations: (ELL, IEP, GATE, etc.)*I will walk around as I read so students remain more engaged. As I read I will have a diagram of the water cycle on the board so students can refer back to as they listen (SIOP 4)**Focus Lesson (“I do it”**“What are three forms of water? Think about it for 20 seconds on your own (wait time).” After 20 seconds (SIOP 18) students will share with their teams (SIOP 16-17). “Another term for solid that we hear is ice (SIOP 19) and another term form gas is water vapor.” SHOW SLIDES for students to follow along with.Go through slides:The physical changes in water- Pick on students to help fill in the blanks (ex: Melting is \_\_\_\_\_\_\_to\_\_\_\_\_\_\_\_) The answer would be solid to liquid (SIOP 10,14). The next slide is a picture of the water cycle. I will point out where the physical changes are.*Formative Assessment:*

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| Learning Goal | Success Criteria | Assessment Strategy |
| Describe the water cycle | Understand that there are 3 states of water | Talk with your partner about the three forms of water. |

*Modification/accommodations:*Prompt students when needed. **Guided Instruction (“We do it”)**“Water particle don’t follow the cycle in an exact order. A drop of fresh water has places it could go. Let’s brainstorm several things that could happen to it (SIOP 15). With your group, make a list of different places water might go”. As a class we will then make a list of things such as –sink into soil, run into a stream, evaporate immediately, get consumed by animal etc.*Formative Assessment:*

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| Learning Goal | Success Criteria | Assessment Strategy |
| Locate examples of condensation and evaporation in the water cycle | Students will understand that water travels in various ways to a variety of places | Students will discuss with their groups and make a list of places water might travel. I will observe them as I walk around the room. |

*Modification/accommodations:*As I walk around the room I may prompt certain groups or specific students to spark their thinking (SIOP 29)**Collaborative/Cooperative (“You do it together”)**Students will travel through the classroom as water droplets (SIOP 6, 12, 21). They will document their journey as they go to different stations (mountain, ocean, animal, cloud, plant, groundwater, and stream). Students will start at different stations and discuss as groups where they, as water molecules, could go next. They then will discuss what process the changes they would have to go through to get there (SIOP 23, 24). If they move as a liquid, they will move as pairs, representing the many molecules in a raindrop. When they “evaporate” to a cloud they will travel alone. Rolling dice will tell students where to go next. Students will make note of the places they went (SIOP 20). *Formative Assessment:*

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| Learning Goal | Success Criteria | Assessment Strategy |
| Locate examples of condensation and evaporation in the water cycle. | Students will travel through the water cycle and record their journey. | They will show their understanding by writing what process happened when they traveled. |

**Independent (“You do it alone”)**Students will write a story through the perspective of a water drop. This will happen later in the day (during writing time). I will place vocabulary words in a place where they can be referred back to. Students are encouraged to use academic language in their writing (SIOP 9).*Summative Assessment:*I will read each story in order to evaluate student understanding of the water cycle.*Modification/accommodations:*There may be a few students who may need to share their story orally with me in order to properly assess their knowledge of the water cycle. These students will still be required to write, but since they have poor writing skills, it may not be a proper assessment. (Students 13, 1) (SIOP 5).**Closure/Review of walk-aways, vocabulary, and essential questions** After the students have had about 10 minutes to travel as water droplets, we will come back together and discuss things they noticed or connections they made (SIOP 27-28). For example, many students were at one station at once and then another station may have had no students. This connects to real life. All the water still exists but is just dispersed or trapped somewhere. (SIOP 7-8) |

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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** |
| ***What do I need to remember to do?*** *Clearly explain and point to where all the stations are before letting them start (SIOP 11).****What materials do I need to have ready****? Labels for centers, student travel log, dice, music to play quietly in background, PowerPoint.****What is the approximate time needed for this lesson?****30-40 minutes* |

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| **REFLECTION AFTER LESSON** |
| *This lesson was my favorite one! The students were very engaged (SIOP 25) the whole time and I could see a light bulb switch on when they realized that not all water travels the same direction and that some of it gets stuck in one place for a long period of time. They want “play” it again!* |