**Lesson 2**

**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: More precious than gold (water cycle #2)

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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 I: Describe the relationship between heat energy, evaporation and condensation of water on Earth.  Obj 1: Describe the relationship between heat energy, evaporation and condensation of water on Earth.  (SIOP 1,2,3)  **Content Walk-Away**: I will gain a foundational knowledge on the water cycle.  **Language Walk-Away**: I will read a story and understand how it relates to the water cycle.  **Vocabulary**: Energy Source, cycle (SIOP 9) |

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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**:  I will observe students as they read and make sure they are not copying their neighbors. They are encouraged to raise their hand if they have a question regarding the water cycle.  **Content Walk-Away Evidence (Summative):**  Students will decide whether statements are true or false after reading an article.  **Language Walk-Away Evidence (Summative):**  If the statement is FALSE, they will write in a word in order to change it to a true statement.(SIOP 13) This shows they have read the entire article and understand it. | At the end of the assessment students are asked to write down any questions they have regarding the water cycle. Their statement should begin with I WONDER…(SIOP 15) |

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| Approx.  Time | **ACTIVE LEARNING PLAN** |
| 5 minutes  3 min  5 min  5 min  10 minutes  3 mintues | **Activate/Building Background Knowledge**  Before reading or discussing anything, students will fill out a water cycle anticipation guide. (SIOP 12) During this activity, they will read 10 statements and guess whether they are true or false. (SIOP 7&8)  *Formative assessment:*   |  |  |  | | --- | --- | --- | | Learning Goal | Success Criteria | Assessment Strategy | | Describe the relationship between heat, evaporation and condensation of water | Condensation, vapor, and precipitation all have to do with the water cycle. | Students will fill in anticipation guide. |   *Modification/accommodations: (ELL, IEP, GATE, etc.)*  I will model for the students by predicting whether Utah is the 3rd driest state or not. (SIOP 14)  **Focus Lesson (“I do it”)**  After students have filled in the “before reading” section of the anticipation guide, I will read the first paragraph to them. “Class, since I read all of the statements, I am going to pay attention to what I read in case I come across one of them They will not be in order in the story, so it is important to read for understanding.” (SIOP 10)  I will give students a chance to point out the statement before I do out loud (SIOP 18).  *Formative Assessment:*   |  |  |  | | --- | --- | --- | | Learning Goal | Success Criteria | Assessment Strategy | | Describe the relationship between heat, evaporation and condensation of water | Utah is the 2nd driest state. | Students will cross of 3rd and write in 2nd. |   *Modification/accommodations:*  I will walk around to make sure students are filling out their guide properly.  **Guided Instruction (“We do it”)**  I will read the next paragraph and this time have the students point out when they hear one of the statements. We will then discus the statement. “Class, remember we talked about how the earth is made up of 75% water and 25% land. This guide says only one half of the Earth is water. That means we need to change it to say ¾.”(SIOP 8)  *Formative Assessment:*   |  |  |  | | --- | --- | --- | | Learning Goal | Success Criteria | Assessment Strategy | | Describe the relationship between heat, evaporation and condensation of water | ¾ of the Earth is made up of water. | Change ½ to say ¾. |   *Modification/accommodations:*  For students who are struggling in math, I will draw on the board a pie chart to remind them that ¾ is the same thing as 75%. (SIOP 4,5, 11)  **Collaborative/Cooperative (“You do it together”)**  Students will read the next paragraph with partners. (SIOP 23-24) They will discuss how the sun is the energy source for the water cycle.  *Formative Assessment:*   |  |  |  | | --- | --- | --- | | Learning Goal | Success Criteria | Assessment Strategy | | Describe the relationship between heat, evaporation and condensation of water | The sun is the energy source of the water cycle. | Cross off “oxygen” and write in “the sun”. |   *Modification/accommodations:*  Students will be partnered up based upon their reading levels. Two students of the same level will not be working with each other. (SIOP 16-17)  **Independent (“You do it alone”)**  Students will then have 10 minutes to finish reading the story and filling out the guide. (SIOP 21-22) They will work on their own and when they are complete they will have me check it off. When I have assured that they understand the article, I will then allow them to read silently, practice their multiplication tables, or work on homework.  *Summative Assessment:* I will go through their responses to make sure they marked all the write answers. If they answered some incorrectly, I will go over the concept with them individually. (SIOP 29, 30)  *Modification/accommodations:*  If not all students finish within the 10 minutes, I will give them time later in the day to finish. (SIOP 26)  **Closure/Review of walk-aways, vocabulary, and essential questions**  *(Note: Closure includes student interactions, reflection, and/or demonstrations.)*  I will bring the students back together and discuss the main points. We will review the meaning of the word CYCLE, and remind the students that the sun is the energy source of the water cycle. This clarification of vocabulary may be necessary for ELL students. (SIOP 19, 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:***Walk around to ensure all students are on task. Pay close attention to students #7, 13, and 12.  ***Materials:***Anticipation guide, stories  ***Time needed:***30 minutes |

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| **REFLECTION AFTER LESSON** |
| *The lesson went well and I feel that the students reached the learning objectives. I noticed that many of the students forgot to turn the false statements into true statements. This taught me that I should place directions on the board for the students to refer back to. Many of these students have attention problems and the more supplementary material the better. My goal for next lesson is to give the impression that I LOVE the water cycle and explain how COOL it is so that the students are more engaged (SIOP 25) from the start of the lesson.* |