



3. Condensation: water that collects as droplets on a cold surface when humid air is in contact with it
4. Precipitation: rain, snow, sleet, or hail that falls to the ground.
5. Matter: physical substance in general that which occupies space and possesses rest mass, especially as distinct from energy.
6. Water Cycle: the journey water takes as it circulates from the land to the sky and back again. The Sun's heat provides energy to evaporate water from the Earth's surface (oceans, lakes, etc.).

C. Big Idea: The cycle of water through an ecosystem.

D. Content

1. Different states of matter
  - a) Liquid
  - b) Water vapor
  - c) Ice
2. Cycle of water through the ecosystem

#### IV. Implementation

A. Introduction: Watch Brainpop video on the water cycle, and fill out the guided note sheet. (words on word wall will help with spelling)

B. Development

1. Have the children gather in the reading circle to begin the lesson, look for students sitting quietly on their line before asking, "What was our video about?" (Wait for replies, and write them on the board).
2. Pull up diagram of the water cycle, with the labels covered up. Ask the students if they can name any of the parts from what they have learned in the video.
3. Uncover each label, as the students pick them out, discuss with them why each component is in that specific place.
4. Bring up "The Water Cycle Boogie", and read through it with the class. Have them sing it once all together checking to see if anyone is stumbling over the words.
5. Hand out the lyrics to the students and send them back to their tables with instructions to work with their table groups and come up with movements to go with the lyrics.
6. Students will then perform their moves with their groups, teacher will be recording on the checklist each group member's participation and understanding of the cycle.
7. Teacher will discuss with the students, the different states of matter as it pertains to the water cycle. Students are able to refer back to

guided notes, for definitions on water vapor, ice, and liquid water. Discuss how water changes due to energy and temperature.

8. Students will be given a paper plate and a bag of beads with a piece of twine to create a bracelet depicting the stages water goes through in their different states of matter. (Demonstrate how students should take the beads out of the bag, and wait for instructions. Teacher should circulate around the room, noting on checklist how students perform and follow direction, and help them tie their bracelets, or make them into key chains.)
  9. Have students break into pairs of two at their tables, and hand each student a back of puzzle pieces. The Water Cycle diagram should be removed from the board. Students are to work in their pairs to complete the puzzle and glue the pieces to a piece of construction paper. ( Teacher will circulate around the room, checking the students work before they glue it to their paper, and have them put it away in their folders.)
  10. Talk to students about what they have learned today, and what some of their favorite parts of the lesson were.
- C. Closure: Have students fill out “ticket out the door” diagram, and come to the reading circle as they finish, to read “Did a Dinosaur Drink This Water?”.
- D. Accommodations/ Differentiation
1. IEP Student: Benjamin is six years old and lives with a hearing impairment, he has a cochlear implant, but still struggles with singling out distinct voices during full class discussions. Benjamin does use sign language, and has an underdeveloped ability to read lips (He can pick up some easy words but must be watching very closely).
  2. Accommodations: Benjamin will have preferential seating at the tables so that he will be able to hear the video. The teacher has a mic, but will also put the directions for longer projects up on the board so that he has something to refer to. When there is group discussion, the teacher will repeat the information that other students comment on so that Benjamin can be fully included.
  3. Differentiation: With the variety of activities ranging from kinesthetic to verbal linguistic, there is great diversity.
- E. Assessment/ Evaluation Plan
1. Formative
    - a) Water Cycle bracelet

- b) "Water Cycle Boogie" Dance Moves
- c) Water Cycle Puzzle
- d) Ticket out the door- Fill in a diagram of the water cycle and its basic parts to be handed in at the end of the lesson.

## 2. Evidence

- a) Bracelet: Students should have the beads in the correct order on their bracelets (Checklist)
- b) Dance: Students will represent each part of the water cycle (Checklist)
- c) Puzzle: Students will have all the puzzle pieces in the correct places. (Checklist)
- d) Ticket: Students will fill in the diagram correctly.

## 3. Assessment Scale

- a) Students will be observed and monitored on a checklist for understanding and completion.
- b) Proficiency:3-4      Basic: 1-3      Below Basic: 0-1
- c) Ticket out the door will be handed in for a grade of either Mastery( having all aspects properly labeled), Proficiency (having missed only 1 mislabeled), or Below Basic (Having 2 or more mislabeled.)

- 4. Summative Assessment: The students will take a test featuring a diagram, multiple choice, and matching questions at the end of the unit.

## V. Reflective Response

- A. Report of Student Performance in Terms of Stated Objectives (Reflection on student performance written after lesson is taught, includes remediation for students who fail to meet acceptable level of achievement)

### Remediation Plan

- B. Personal Reflection (Questions written before lesson is taught. Reflective answers to question recorded after lesson is taught)

## VI. Resources (in APA format)

- A. <http://www.readwritethink.org/classroom-resources/lesson-plans/rain-steam-using-reading-912.html?tab=3#tabs>
- B. [http://www-k12.atmos.washington.edu/k12/pilot/water\\_cycle/teacherpage.html](http://www-k12.atmos.washington.edu/k12/pilot/water_cycle/teacherpage.html)
- C. <http://water.usgs.gov/edu/watercyclehi.html>
- D. <http://www.the-best-childrens-books.org/water-cycle-for-kids.html>
- E. Wells, R. E. (2006). *Did a dinosaur drink this water?* Morton Grove, IL: A. Whitman.

- F. <https://www.brainpop.com/science/earthsystem/watercycle/transcript/>
- G. <https://www.brainpop.com/science/earthsystem/watercycle/>