

Teacher Candidate: Kasandra Stoudt Date: 06-09-2016

Cooperating Teacher: _____ Coop. Initials: _____

Group Size: 24 Allotted Time: 45min Grade Level: First Grade

Subject or Topic: The Water Cycle Review Section: _____

Standard: 4.2.K.A Identify Components of the Water Cycle.

I. Performance Objectives (Learning Outcomes):

- A. The student will match the components of the water cycle to their appropriate locations on the diagram by playing the review game.
- B. The student will identify the types of clouds by matching the name with the picture during the game.
- C. The student will identify the types of precipitation by answering questions during the review game.
- D. The student will analyze the difference between Evaporation and Transpiration by filling out a Venn-Diagram.

II. Instructional Materials

- A. A Drop Of Water by Walter Wick
- B. Water Cycle Review Game
 1. Water Cycle
 2. Evaporation
 3. Condensation
 4. Precipitation
- C. Final Summative Assessment
- D. Water Cycle Chart
- E. Review book

III. Subject Matter/Content (prerequisite skills, key vocabulary, big idea, outline of additional content)

- A. Prerequisite skills
 1. Components of the water cycle
 2. Difference between Evaporation/Transpiration

3. Types of Clouds
4. Types of Precipitation
5. Runoff/ Groundwater

B. Key Vocabulary

1. Precipitation: water released from clouds in the form of rain, freezing rain, sleet, snow, or hail
2. 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.).
3. Evaporation: the process by which water changes from a liquid to a gas or vapor
4. Transpiration: water vapor being released from plants due to the energy from the sun
5. Runoff: water, from rain, snowmelt, or other sources, that flows over the land surface
6. Ground Water: water present beneath Earth's surface in soil pore spaces and in the fractures of rock formations
7. Condensation: water vapor in the air accumulated and becomes liquid again

C. Big Idea: The students will be able to explain the parts and function of the water cycle.

D. Content

1. Water Cycle
2. Components (Evaporation, Condensation, Precipitation, Runoff/Groundwater)
3. Purpose
4. Effect on the Environment

IV. Implementation

A. Introduction: Invite students to the circle to take a last look at the Water Cycle Chart as it is complete. Introduce the last book and read. Break students into their center groups and send them back to their tables with the review book.

B. Development

1. The materials for each of the centers will be on the tables when the students return to them. One will have materials for the Water Cycle in its entirety, the second will have Evaporation, the third will have Condensation, the fourth Precipitation. The students will work in their table groups to complete their review books.
2. Explain the role of the students during the review game. They will rotate through the different stations, answering the questions in the book as they play the games at each station.
3. Each station has a different component of the water cycle and each group will get to each station to fill out their book. It does not matter the order that they complete their books. The students will have 10min at each station and then they will rotate. There will be time intervals counting down to the transition.
4. Station one will be review for the first lesson on the Water Cycle in general. The students will fill out that page in their review book as they put together a puzzle of the water cycle. They will need to fill in the diagram on their sheet of the water cycle, which has the components both on the puzzle and at the top of the page to help them spell.
5. Station two will consist of the Evaporation part of the unit. This page in the review book will have the students comparing the differences between Evaporation and Transpiration. On the table will be a large Venn Diagram as they worked on with the teacher during the lesson. They will have to sort the attributes of the two processes, and when they think they have it correctly sorted they will raise their hands to be checked by the teacher and be able to correctly fill in their review page. The page will have all of the attributes they sorted and the students will just have to write either an "E" or a "T" for the differences and place a checkmark next to the similarities.
6. Station three will review Condensation and the different cloud types from lesson three. This station will have the students playing a matching game. They will have to match the correct cloud

name/definition to the picture of the cloud it corresponds to. When they finish they will have to teacher check their work and then match them on their review page, just as they did in the condensation lesson.

7. Station four will be reviewing the final lesson on Precipitation/Runoff/Groundwater. At this station the children will be playing a “Who am I” game. They will have a stack of cards with the different types of precipitation, an example of groundwater, runoff, and saturation. The students will take turns picking a card and reading a description. The other students will then try to guess what that description is alluding to. The descriptions will also be on their review page, as they correctly guess the type of precipitation or example, they will match it to the description on their page.

C. Closure: In the last five minutes of the lesson, the students will review the packet at the circle with the teacher. They will sing the “Water Cycle Boogie” they learned at the beginning of the unit. Afterwards they will be excused back to their seats, as they hand in their review book, to take the final summative test.

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 a peer buddy to help aid him in the transitions from station to station. 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: The summative and formative assessments combine different variations of questions including matching, venn

diagrams, and games. The students will be learning, kinesthetically, visually, etc..

E. Assessment/Evaluation Plan

1. Formative: Review game/book
2. Summative: Final Test

F. Evidence:

1. Review Game: Teacher will assess students by walking around with a checklist monitoring the students active engagement in the games.
2. Review Book: Students will be assessed on their completion of all of the stations and their corresponding question pages in the review books as they go.

G. Assessment Scale:

1. Proficiency:3-4 Basic: 1-3 Below Basic: 0-1
2. The Review book will be handed in for a grade of either Proficiency(having all aspects properly labeled), Basic (having missed only 1 mislabeled), or Below Basic (Having 2 or more mislabeled.)
 1. Water Cycle
 2. Evaporation
 3. Condensation
 4. Precipitation

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

1. Were the students engaged and participating throughout the lesson? How can I make the lesson more engaging to all of the students?
2. Was my lesson effective in teaching the content? How can I make it more effective?
3. Was my teaching effective? How could I have taught more effectively?

VI. Resources (in APA format)

- A. Wick, W. (1997). *A drop of water: A book of science and wonder*. New York, NY: Scholastic Press.