**DI Lesson Planning Template**

**Teacher Name: Sheri Jones**

**Subject Area: Science**

**Date: 12/1/14**

**State Standards/Benchmarks:**

**SOL: 2.3c:**

**The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include**

**c) changes in phases of matter with the addition or removal of energy.**

**Lesson Essential Question: How does water change states and move from earth to the atmosphere back to the earth?**

**Time Required: 3 Weeks—meeting 4 days a week for 30 min/day**

**What will I differentiate?**

* **Content—Material will be presented by direct instruction and small group work.**
* **Process-Teacher will use animated diagrams, songs & motions, videos, and hands on activities/experiments.**
* **Product—Students will have a choice of a project to complete at the end of the unit to show understanding. Projects will be graded using a rubric.**

**How will I differentiate?**

* **For Readiness—students and teacher will have a class meeting to discuss weather. Students will share why they think it rains/snows, where the water goes once it falls to earth, how the water gets in the clouds, etc. Teacher will use students’ answers to determine where to begin instruction based on prior knowledge.**
* **Interest—Teacher will attempt to reach all students by using a variety of resources such as: animated diagrams, songs & motions, videos, hands-on activities, interactive notebook pages, books, and offering a choice of projects at end of unit.**
* **Learning—will occur as whole group and small group instruction**
* **Affect/Learning Environment—students will need to work cooperatively with each other to complete science labs and activities.**
* **Combination**

**As a result of this lesson/unit students will:**

**Understand:** The 4 steps of the water cycle

**Know:** definitions of: evaporation, condensation, precipitation, collection, run-off, rain, snow, sleet, hail, water vapor.

The process of the water cycle—steps in order and what happens during each step.

**Do (Skills):** Students will demonstrate knowledge of the water cycle as they complete experiments following the scientific method. They will need to be knowledgeable of the process in order to present their project to the class at the end of the unit.

**Pre-Assessment:** Students will be given a diagram of the water cycle and asked to label it using vocabulary words: evaporation, condensation, precipitation, and collection. This will be checked for prior knowledge.

**Steps in the Lesson**:

Step 1: Students will be given key vocabulary words to place in their notebooks for reference as we go through the unit. Teacher will use direct instruction for 1 week (4 days) to teach the steps of the water cycle. During instruction videos, songs, books, interactive notebooks, and diagrams will be used.

A blendspace has been created to keep teaching sites/materials/references in one space. http://blnds.co/12aUnVm

Step 2: Students will work in small groups each day for 1 week (4 days) to complete experiments to show evaporation, condensation, and precipitation. Experiments will also show melting and freezing.

Step 3: Students will work on creating posters or dioramas to show the steps of the water cycle in the correct order for 3 days and will present their project on day 4 to the class for a grade. Materials for the project will be provided by the teacher.

**Closure Activity/Wrap up:**

Students will work on creating posters or dioramas to show the steps of the water cycle in the correct order for 3 days and will present their project on day 4 to the class for a grade.

*\*Rubric for grading project is shown at end of lesson plan*

**Post-Assessment:**

Students will complete a test on the water cycle which will include the diagram they were first presented with at the beginning of the unit.

If students do not do well on the test then teacher will reteach the unit and figure out a different way to instruct the students.

**Integrated Instructional Technologies and Resources Utilized:** (*Include websites/tools used.)*

**\*Blendspace for teaching materials/ideas/videos** [**http://blnds.co/12aUnVm**](http://blnds.co/12aUnVm)

**\*brainpopjr.com—water cycle video**

**\*pinterest.com—ideas for water cycle projects**

**\*rubistar—for creating a rubric for final project**

**Weebly Link:** jonesjournal2.weebly.com

*RUBRIC SHOWN ON NEXT PAGE*

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| **Making A Project : Water Cycle**Teacher Name: **Mrs. Jones** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Use of Class Time**  | Used time well during each class period. Focused on getting the project done. Never distracted others.  | Used time well during each class period. Usually focused on getting the project done and never distracted others.  | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.  | Did not use class time to focus on the project OR often distracted others.  |
| **Graphics -Clarity**  | Graphics are all clear, neat, and easily seen from a distance  | Most graphics are clear, neat, and easily seen from a distance  | Some graphics are clear and neat, but are difficult to see from a distance.  | Many graphics are not clear, or neat, and are too small.  |
| **Labels**  | All items on the project are clearly labeled correctly with labels that can be read from at least 3 ft. away.  | Almost all items on the project are clearly labeled correctly with labels that can be read from at least 3 ft. away.  | Several items on the project are clearly labeled with 1-2 mistakes that can be read from at least 3 ft. away.  | Labels are too small to view OR were not labeled.  |
| **Knowledge Gained**  | Student can answer all questions related to facts in the project.  | Student can answer most questions related to facts in the project.  | Student can answer about 75% of questions related to facts in the project.  | Student appears to have poor knowledge about the facts in the project.  |
| **Attractiveness**  | The project is exceptionally attractive in terms of design, layout, and neatness.  | The project is attractive in terms of design, layout and neatness.  | The project is acceptably attractive though it may be a bit messy.  | The project is distractingly messy or very poorly designed. It is not attractive.  |
| **Title**  | Title can be read from 6 ft. away and is quite creative.  | Title can be read from 6 ft. away and describes content well.  | Title can be read from 4 ft. away and describes the content well.  | The title is too small and/or does not describe the content of the project well.  |
| **Mechanics**  | Capitalization and punctuation are correct throughout the project.  | There is 1 error in capitalization or punctuation.  | There are 2 errors in capitalization or punctuation.  | There are more than 2 errors in capitalization or punctuation.  |
| **Grammar**  | There are no grammatical mistakes on the project  | There is 1 grammatical mistake on the project.  | There are 2 grammatical mistakes on the project.  | There are more than 2 grammatical mistakes on the project.  |

Date Created: **December 01, 2014**