

# LESSON PLAN

<b>Grade(s)</b>	3
<b>Content Area(s)</b>	Science
<b>Topic of Lesson</b>	The four steps of the water cycle.
<b>Three Objectives</b>	<p>1. Students must be able to label evaporation, condensation, precipitation, and collection on a blank diagram of the water cycle.</p> <p>2. Students must be able to distinguish whether water is a solid, liquid, or gas in each of the four steps of the water cycle when asked orally by a teacher.</p> <p>3. Students must be able to write down four places where water collects during the collection step of the water cycle. Some possible examples are ocean, river, lake, stream, and a glacier.</p>
<b>Technology standard</b>	<p><b>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</b></p> <p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Exploratory Skills and Expectations: Word Processing and Desktop Publishing</p> <p>G3-5: 1.17 Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</p>
<b>Curriculum Framework</b>	<p><u>Example:</u></p> <ul style="list-style-type: none"> <li>➤ Massachusetts Science and Technology/Engineering Standards</li> <li>➤ Earth and Space Science, Grades 3-5</li> <li>➤ The Water Cycle</li> </ul> <p>1. Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.</p>
<b>Materials</b>	

<b>needed</b>	<ul style="list-style-type: none"> <li>• Enough computers with Internet access for the class</li> <li>• An LCD projector for the classroom</li> <li>• A blank diagram of the water cycle</li> <li>• A paper and pencil for each student</li> </ul>
<b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b>	<p>The students will be seated at their workstation with a computer in front of them. I will begin the lesson by asking the students what they already know about the water cycle. Next, I will instruct the students to turn on their laptops and enter their school id and password. Once all of the students have completed this step, I will then ask the students if they know what a web browser or a URL is. As I open up the web browser of my choice, I will explain to them what a web browser is and give examples of different web browsers such as Safari and Internet Explorer. Next, I will explain to the students what a URL is while typing in the Weebly URL. I will then explain to my students that URL stands for uniform resource locator. I will then explain that by typing in a URL you can locate resources. Next I will explain that one could type in the same URL anywhere in the world and it will bring a person to the same website. At this time, I will give the students the opportunity to type in the Weebly URL. I will give students a few minutes to read the Home Page.</p> <p>After the students have read the message on the Home Page, I will have students talk with a partner sitting next to them about where water is found on earth. At this point, I will ask them to refrain from using their laptops and to look at the board where I have hooked up my laptop with the projector. I will then demonstrate how to navigate to the Collection subpage. Once on the Collection subpage, I will show the students the slideshow that demonstrates different places where water is found on earth.</p> <p>Next, I will navigate to the Water Cycle: A Process Page. Once on the page, I will scroll down the page to find the diagram of the water cycle. I will then explain to the students how the water cycle is a continuous process that recycles the limited amount of water found on Earth. Next I will point out the four steps to the water cycle and briefly describe what occurs in each step.</p> <p>I will then ask the students if they know the definition of a link. I will then show them how to click on the link on the Water Cycle: A Process Page to bring them to a movie on the water cycle. Once all of the students have clicked the link, I will play the short clip on the water cycle for the class.</p> <p>After viewing the short clip, I will give students some time to explore the subpages of The Water Cycle: A Process Page on their own laptop. Once the students have explored the website, I will ask students to discuss with a partner briefly about what they have learned.</p> <p>Next, I will ask students to navigate to the quiz page. I will have each</p>

	<p>student take the quiz individually. After students have completed the quiz, I will review the quiz with the class using the projector.</p> <p>After reviewing the quiz, I will ask students if they know any examples of search engines. I will then have the students type in the search engine Google in the URL. I will then show students how to search images on Google. Next, I will have the students type in “the water cycle” on Google Images. I will then give the students time to look at the many different diagrams of the water cycle in order to become familiar with different ways in which the water cycle can be depicted. Lastly, I will have students close out of the web browser and shut down their computers.</p>
<b>How will students be assessed to make sure they are able to perform the objectives?</b>	<p>Objective 1: Students must be able to correctly label evaporation, condensation, precipitation, and collection on a blank diagram of the water cycle.</p> <p>Assessment 1: After discussing the four steps of the water cycle and viewing a diagram of the water cycle as a class, each student will be given a blank diagram of the water cycle. The diagram will include four blank lines that represent the four steps of the water cycle. The students will then label the diagram using the vocab words evaporation condensation, precipitation, and collection. In order to successful at this assessment, the student must label all four steps of the water cycle on the blank diagram.</p> <p>Objective 2: Students must be able to distinguish whether water is a solid, liquid, or gas in each of the four steps of the water cycle when asked orally by a teacher.</p> <p>Assessment 2: While students are filling out their blank diagrams of the water cycle, I will call each student up to my desk. I will first ask them if water is a solid, liquid, or a gas during evaporation. The correct answer is a gas. Next I will ask them if water is a solid, liquid, or gas during condensation. The correct answer is liquid. Lastly, I will ask them if water is a solid, liquid, or gas during precipitation and collection. The correct answer can be either solid or liquid. In order to be successful at this assessment the students must be able to identify the state of water in all four steps of the water cycle.</p> <p>Objective 3: Students must be able to name four places where water collects during the collection step of the water cycle.</p> <p>Each student will be given a piece of paper. The students will then be told to number their paper 1-4. Next the students will be told to write down four places where water collects on a piece of paper. While they are writing, the teacher will walk around the room to make sure the students are</p>

participating in the activity. At the end, the teacher will collect and review the papers.