

LCM Formal Loop

<p>LCM Lesson Plan: Standards: SC A7 Water Cycle; SC B4 Aspect of Inquiry; GE C1 Operation of Earth’s Physical Systems; EN A5 Revise & Edit own Writing; AR B2 recognizes world cultures and their arts Science concept: The students will understand the water cycle.</p>	<p>Name Mollie Smith 4 and 5</p> <p>Grade level</p>	
<p>Gear- Up Read several descriptions of rain dances performed by different cultures. Ask questions: does our own culture have a rain dance? In your opinion, does the dance help make it rain? Ask pre-assessment questions: What does make it rain? How does the water get in the clouds?</p>	<p>Process Analyze</p>	<p>Materials Stories/descriptions of other culture’s rain dances</p>
<p>Explore Students will build a small makeshift land system by: cutting the sides off of a small cardboard box and replacing them with aluminum foil. On the bottom they will place a black piece of paper. In the box they will place a dish with water in it, a thermometer in the box and place saran wrap over the top for a lid. They will place a heating lamp directly over the box. Over time they will observe what is happening to the water.</p>	<p>Observe Collecting data</p>	<p>Small cardboard boxes Thermometers Petri dishes Aluminum foil Black paper Saran wrap Heat lamp</p>
<p>Generalize: Discuss observations. What processes occurred in the box? Which states of matter were involved? What caused it to happen? Does this happen in real-life? Where?</p>	<p>Interpret</p>	<p>Vocabulary Water Cycle Precipitation Condensation Evaporation Water Vapor</p>

<p>Experiment: Students ask an “I wonder” question based on Explore activity. Develop a way to test it, using your box and another. Have the students make an inference based on what they already know. Possible experiments may be: I wonder if the water evaporate as quickly if the light is closer or further from the box? I wonder if the water evaporates as quickly if there is more or less water in the box?</p>	Observing Inferring Collecting Data	
<p>Interpret: Have students make a brief presentation: stating what their “I wonder” question was, what their results were, and why it happened.</p>		
<p>Apply/Assess: Students will draw and describe a real-life example of the water cycle, using the vocabulary words.</p>		
<p>Extensions: Have students write their own story about a rain dance.</p>		

Water Cycle Scoring Guide

	Emergent	Developing	Proficient	Advanced
Vocabulary	Uses less than three vocabulary words properly.	Uses three to four vocabulary words properly.	Uses all five vocabulary words properly.	Uses all five vocabulary words properly in complete, complex sentences.
Drawing/ Description	Either draws or describes parts of the water cycle.	Draws and describes only parts of the water cycle.	Draws and describes all the stages of the water cycle using a real-life example.	Using details, draws and describes all the stages of the water cycle using a real-life example.
Participation/ Teamwork	Works with team less than 50% of the time.	Works with team between 50 to 80% of the time.	Works with team 80 to 99% of the time.	Works with team 100% of the time.