Student: Kaleigh Narracci Date: 1/31/12

Grade: 6 & 7 Topic: The Water Cycle and Precipitation Content Area: Science

**Instructional Objective**

Objective: After the completion of a class discussion on the water cycle and precipitation, the students will create and present diagrams explaining the different types of precipitation (Common Core), including at least three facts about their assigned type of precipitation.

**Standards and Indicators**

NYS Science Learning Standard #4:

The Physical Setting: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea #2.1j/ P.S. 2.1j:

Students should develop an understanding of Earth as a set of closely coupled systems. The concept of systems provides a framework in which students can investigate three major interacting components: lithosphere, hydrosphere, and atmosphere. Processes act within and among the three components on a wide range of time scales to bring about continuous change in Earth’s crust, oceans, and atmosphere.

Water circulates through the atmosphere, lithosphere, and hydrosphere in what is known as the water cycle.

Indicator:

This will be evident when the students present their diagrams explaining the different types of precipitation.

General Skills:

Students will follow safety procedures in the classroom and laboratory.

Indicator:

This will be evident when the students present their diagrams explaining the different types of precipitation.

**Motivation**

The students will listen to the “Water Cycle Song” and answer questions based on the content of the song.

**Materials**

* SMART Board
* Laptop
* CLOZE Packets on the Water Cycle and Precipitation
* Poster Boards
* Crayons
* CLOZE Paragraph for homework
* Internet Connection/YouTube
* White Board

**Strategies**

Cooperative Learning: the students will work in groups to complete and present a diagram explaining the different types of precipitation.

CLOZE Notes: CLOZE notes are notes that provide the students with the class notes but have certain sections or words deleted from the notes that the students will have to fill in as they participate in class.

CLOZE Paragraph: This strategy provides the basic structure for a well-written paragraph without providing any of the main content. It helps to focus the students’ attention on the content while also showing them how to complete a well-organized paragraph.

**Adaptations**

The children with severe learning disabilities will have highlighted packets to point out the key information within the packet.

**Differentiation of Instruction**

Tier 1: The students will create and present diagrams explaining the different types of precipitation using the CLOZE notes as a guide.

Tier 2: The students will create and present diagrams explaining the different types of precipitation.

Tier 3: The students will create and present diagrams explaining the different types of precipitation, and explain how a change in air temperature will change the type of precipitation.

**Developmental Procedures**

* The students will receive the CLOZE packet containing notes on the water cycle and precipitation. *(What is precipitation? What do you think it is? How does it affect you?)*
* The students will be placed into groups to create their diagram on one type of precipitation. *(Which type of precipitation do you have? What makes it different than other types of precipitation? What type of air temperature causes this type of precipitation?)*
* The students will present their diagram on a type of precipitation to the class. *(Which type of precipitation would you prefer? Why? How does precipitation occur and what determines the type of precipitation that falls to the Earth?)*

**Assessment**

The students will create and present diagrams explaining the different types of precipitation (Common Core), including at least three facts about their assigned type of precipitation.

**Independent Practice**

For homework, the students will complete a CLOZE paragraph answering the question of how does precipitation occur and what weather conditions determine which types of precipitation fall to Earth.

**Follow-Up: Direct Teacher Intervention and Academic Enrichment**

Direct Teacher Intervention: The student, under direct intervention with the teacher, will watch and take notes on the BrainPop video on the Water Cycle and complete the review quiz to review the information.

Academic Enrichment: The student will write a narrative on their life as a water molecule, and the cycle they have undergone.

**Teacher References**

BluePeaks Graphics. (Producer) (2012). The water cycle rap [Web]. Retrieved from http://www.youtube.com/watch?v=i3NeMVBcXXU

Daniel. , Rillero, , Snyder, , & Zike, (2007). *Glencore science: New york science*. New York, NY: McGraw-Hill Education.

shockofthelightning. (Photographer). *The water cycle*. [Print Photo]. Retrieved from http://www.tumblr.com/tagged/the water cycle