Lesson Plan 2- 2nd grade Water Cycle

**Submitted by: Brianna Burton**

**Water Cycle RAFT**

Topic: Water Cycle

Grade Level: 2nd

SOL's: Science 2.6 The student will investigate and understand basic types, changes, and patterns of weather.

Time Frame: 60 minute lesson and independent work time as needed

Background: Students will have had a few previous exploration days and lessons with the water cycle.

Objectives: The student will be able to name and describe the stages of the water cycle in the correct order. The student will be able to write a narrative or create a lesson to explain the water cycle to someone else.

Assessment: Review Sheet and RAFT

**Activities:**

1) Whole Group: Teacher will read, **The Magic School Bus Wet All Over**, as an attention getter and introduction to the lesson for the day. Teacher will review water cycle vocabulary and ask questions during reading for students to “think-pair-share”. This will allow prior knowledge to be activated.

2) “Respect-Defense-Consensus” modes with interactive worksheet- Teacher will introduce and model the process where students first answer questions on the worksheet on their own, then with a partner, then with their table group. When working on their own, there is to be NO talking or sharing information. During partner sharing, students will defend their answers and may change their answers but may only talk with their partner. During the consensus mode, table groups (2 sets of partners) discuss their answers and defend. The goal is to come to a consensus, but is not necessary. **(inspired by John Stebe Day 4)**

3) Students will be dismissed to their tables and the teacher will hand out the worksheets **(face down)** with review questions about the water cycle (this will be review of what the students have been learning the past few lessons). Once every student has a paper, the teacher will tell students they may begin answering on their own. The teacher will monitor and once students seem to be finishing, they will tell students they may work with their partner now. The teacher will monitor and once students are finished, they will do an encouraging high five or finger five to let the teacher know they are finished. The teacher will then tell students to work with the other partner group at their table and when finished, groups will do a finger five or high five to signal they are finished. Once all groups are finished, each group will trade papers with a different group for grading. One member of each group will score the paper as the teacher goes over the answers (students can answer out loud during this step). The student checking the paper will total the correct number of answers at the top of the paper and hand it back to the group it belongs to and groups can see how they did.

4) Students can mark the correct answers on their individual sheets and glue them in their science notebook to use later for reference.

5) Teacher will bring students back together for whole group and will introduce the RAFT project they will be completing. The teacher will explain that the “R” is for the Role the student will be playing, the “A” is for the type of Audience to student will be writing for, the “F” is for the Format (i.e. letter, story, etc.) the student will be writing, and the “T” is for the Topic or “what” the student will be writing about. For the water cycle RAFT, the teacher will explain the three choices and after all three choices have been explained, students can ask questions before choosing and teacher can make clarifications. **(inspired by Gail Collins Day 4)**

6) Students will be given a copy of the RAFT paper and time to read over it again and decide which RAFT they would like to do. They will highlight all categories of the RAFT they choose so they don’t get confused.

7) After students have decided which RAFT they would like to do, they will begin the writing process with a brainstorming page/web and continue with the writing process at their own pace. The teacher will monitor throughout the week and can pull students back to their table to help small groups or students one-on-one depending on needs of students.

8) Students can share their RAFT with their table group or class when finished.

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Audience | Format | Topic |
| Water Molecule | Self | Diary Entry | What happens to you in each stage of your life |
| Teacher | 1st Graders | Teaching a Lesson | How the Water Cycle Works |
| Detective | Mystery Story Reader | Mystery Story | The Curious Case of the Water Molecule |

Rubric For RAFT

(inspired by fellow classmate Bridget Petry)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 | Points |
| Use of Class Time | Used time well, focused on getting assignment completed. Does not distract others | Used time well, usually focused on getting assignment completed. Does not distract others | Used some of time well, some of the time was focused on getting assignment completed. Occasionally distracted others | Did not use class time to focus on the assignment and often distracted others |   |
| Format | Very creative and enjoyable, followed the RAFT format | Varied slightly from the RAFT format but still creative | Varied from the RAFT format and was difficult to follow | Did not follow the RAFT format |   |
| Content | Information presented demonstrates a clear and accurate understanding of concepts | Information presented is mostly accurate | Information presented is mostly accurate but includes some confusion of concepts  | Information presented is confused or inaccurate |   |

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**Water Cycle Review**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_ is the **stage** of the water cycle when clouds are formed.
2. When water falls from clouds in the sky, this is known as \_\_\_\_\_\_\_\_\_
3. Condensation B) Precipitation C) Evaporation
4. When the \_\_\_\_\_\_\_ heats up water (liquid) on the Earth, water rises into the air and turns into water vapor (gas).
5. How many stages are in the water cycle?
6. 3 B) 7 C) 8 D) 4
7. \_\_\_\_\_\_\_\_\_\_\_\_ is when water falls from the sky and collects in oceans, rivers, lakes, and streams. The water will also soak into the ground.
8. For condensation to happen, the water vapor (gas) must \_\_\_\_\_\_ down to turn back into liquid water.
9. cool B) heat C) go

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