Co-Teaching Lesson Plan

Teacher 1: General Ed Teacher **Teacher 2**: **SPED Teacher**

Co-Teaching Approach(es): Place an **X** or a ✓ on the line in front of each approach outlined in the lesson.

___ Parallel Teaching	_x_ Team Teaching	___ Station Teaching
___ One Teach,One Observe	_X_ One Teach,One Assist	___ Alternative Teaching

Subject: Hydrologic **Cycle**	Topic/Lesson:	Date:
Standard(s): ES.8,2		
Lesson Outcomes: The student will investigate and understand how freshwater resources are influenced by geologic processes and the activities of humans. Key concepts include d) identification of sources of fresh water, including rivers, springs, and aquifers, with reference to the hydrologic cycle. The student will demonstrate an understanding of the nature of science and scientific reasoning and logic. Key concepts include c) observation and logic are essential for reaching a conclusion.		
Materials Needed: Materials: Lamp, Water, Aluminum foil, Ice cubes, 2-liter plastic bottles, Scissors, sand, potting soil, tape, small plants (clover, grass seed, etc.)		
Vocabulary:		

Lesson Component	Teacher 1	Teacher 2
Anticipatory Set *Co-Teaching Approach:One teach one assist*	Tell students to draw and label the hydrologic cycle. Circulate during this to prompt and assist., Draw a simple diagram to include a sun, water, slope, tree, and river Add parts of the water cycle given.	Circulate to prompt and assist
Lesson: Activities/ Procedures *Co-Teaching Approach:* **Team**	1. Teacher will prompt missing parts of the water cycle and include definitions of processes to ensure a complete diagram. 2. Teacher will complete a concept comparison table with evaporation and condensation. This teacher's group will work on condensation and then together they will complete the table with student input.	(ask guiding questions, add to the board diagram) 2. This teacher's group will work on evaporation, and then facilitate the addition of this information to the completed table.
Guided/Independent Practice *Co-Teaching Approach:Team*	Using the materials provided, students will make a working model of the water cycle. Materials: Lamp, Water, Aluminum foil, Ice cubes, 2-liter plastic bottles, Scissors, sand, potting soil, tape, small plants (clover, grass seed, etc.)	Teacher will circulate, prompt, guide, and approve plans as well.

	After students have designed and sketched their model plans, they will submit them to their teacher for approval before beginning construction Groups will be assigned by teacher to take into account special needs. After completing the model, students will complete the assessment: choice of essay to follow a water droplet through the water cycle, make a comic strip of illustrations to show a water droplet through the water cycle. May be differentiated to construct a window foldable of evaporation, condensation, precipitation, and run-off.	
Closure *Co-Teaching Approach:Alternative teaching.*	Writing prompt: How does climate affect processes in the water cycle.	Teacher will show pictures of different climates to prompt ideas on how climate affects processes in the water cycle.
Formative Assessment Strategies *Co-Teaching Approach:*	Lab write-up, writing prompt	
Homework	Determine the source of your drinking water.	
Specially Designed Instruction and Accommodations, Modifications for Specific Students	Backup-copy of notes Modified lab reports, questioning strategies, Physical assistance with construction as needed.	