Lesson Plan#5 Fariba Sheffiey
To be taught on Tuesday, November 19, 2002 for third grade Holly Greene’s class.

Enduring Understanding:
To understand the water cycle.

Lesson Focus:
To understand the water cycle.

Maine State Learning Result:
Illustrate how water and other substances go through a cyclic process of change in the environment

Question: Does water change? How?

Evaluation: I will create a sheet of paper that will have pictures of the different stages of the water cycle. Pictures will be out of order. Under the pictures there will be blank lines that they will have to fill in describing the pictures (names of the stages all be written on the bottom of the sheet). Beside each picture will be another blank line, where they will have to number each picture according to the order when each occurs.

Method:
Teacher Input: I will tell them a story of a Mr. X who slips on a puddle and breaks his leg. When he falls he notices that above him is a pipe. He figures the pipe was leaking, that’s how the puddle formed, and why he slipped and injured himself. He proceeds to sue the owner of the facility for a leaky pipe. The owner claims that the puddle wasn’t due to a leaky pipe but that there was water in the air that formed the puddle. The court has hired a group of scientists to investigate the problem and report whether or not it is reasonable to believe that there is water in air to cause a puddle. We are that group of scientists. Will have demonstration of condensation for the kids, showing water of condensation. Then kids will have to make a decision in the court case- vote as a class.

Independent Practice: Will hand out little pieces of paper with the descriptions of words. Each child will use the recycled paper they made the previous lesson, to represent what is written on their piece of paper (that way they’ll really get to use their recycled paper).

Guided Practice: I’ll have a recycled paper pre-made and ready to start the cycle, then I’ll go through the cycle. And as I explain it I’ll have each person come up at the appropriate time and tape their square on the board. And by the time we’ve gone around the room the cycle will be created and completed by the kids on the board.

Materials: Coloring utensils. For demonstration: mirror, ice, glass, hair dryer
Words to define: Evaporation, Condensation, Precipitation