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Date: November 17-21, 2014

Subject: Science Lesson Plans

<i>Purpose</i>		<i>Procedures</i>
<p>Topics: Weather</p> <p>Standard: E4. Students will differentiate between the states of water and how they relate to the water cycle and weather.</p> <p>Homework Monday: Study Weather Tuesday: Study Weather Wednesday: Study Weather Thursday: Study Weather Friday: None</p>	Monday	<p>LEQ: Why do we use the following weather instruments; rain gauge, thermometer, anemometer, barometer, and wind vane?</p> <p>Power Point: Predicting Weather Complete: Graphic Organizer on predicting weather</p>
	Tuesday	<p>*Data from yesterday's quiz was used to determine today's groups.</p> <p>Differentiated Groups: Red Group: The students will review clouds, precipitation, and the water cycle. *Clouds Activity *Precipitation Flipchart *Cut-and-paste water cycle project</p> <p>Yellow Group: The students will use E-learning for kids to complete a mini lesson over the water cycle. After the mini lesson, They will also have the option of creating a diagram of the basic water cycle or writing a story explaining the life of a water droplet using the basic water cycle.</p> <p>Green Group: The students will research runoff, infiltration, and transpiration (3 other words of the water cycle). Then they will have an option of creating a diagram of the water cycle with these processes included or writing a story explaining the life of a water droplet making sure they include the additional processes.</p> <p>Grouping: Small Groups Evaluation: TSW use knowledge of the clouds, precipitation, and the water cycle to complete review activities.</p>
	Wednesday	<p>Standard E3 Exam Update Notebook</p> <p>Grouping: whole group Evaluation: TSW be able to use knowledge of standard E3 to complete exam.</p>

Differentiated Groups for November 11, 2014 (Clouds, Precipitation, and the Water Cycle):

Red Group: The students will review clouds, precipitation, and the water cycle.

***Clouds Activity**

-The student will write a description and draw a picture identifying each type of cloud (cirrus, cumulus, cumulonimbus, and stratus) discussed in this standard.

***Precipitation Flipchart**

-The student will create a flipbook over the 4 types of precipitation (rain, hail, sleet, and snow). They will match each description with the correct word, and then draw a picture for each.

***Cut-and-paste water cycle project**

-The student will label the different parts of the water cycle. The picture, labels and descriptions will be provided.

Yellow Group: The students will use E-learning for kids to complete a mini lesson over the water cycle.

Directions to get to the Water Cycle on E-learning for kids:

- *Type in E-learning for Kids in the web address box.
- * Click on Science in the top left hand corner.
- *In the "Find Lesson" box, type in the water cycle.
- *Click on "the Water Cycle" lesson

After the mini lesson, they will also have the option of creating a diagram of the basic water cycle or writing a story explaining the life of a water droplet using the basic water cycle. The basic water cycle include evaporation, condensation, precipitation, and collection. If work is completed early, the students will go to study island and work on "States of Water" and "Water" lessons.

Green Group: The students will research runoff, infiltration, and transpiration (3 other processes of the water cycle). Then they will have an option of creating a diagram of the water cycle including the processes from the basic water cycle and the additional processes or writing a story explaining the life cycle of a water droplet making sure they include the basic process and the additional processes. (Hint: When researching runoff, infiltration, and transpiration, make sure "for kids" is added to the end of the words so you will be able to comprehend the language used in your searches.)