

## Science - We Need Water - Kindergarten, 4<sup>th</sup> quarter

Strand(s): Science: Water Cycle	SOL objectives: Science K.5 <u>Technology</u> NETS 1: K.1-K.9; NETS 2: K.1-K.11; NETS 3: K.1-K.3, K.5-K.6; NETS 4: K.2-K.3; NETS 6: K.1
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### 1. DESIRED RESULTS

#### *Enduring Understandings (BIG ideas)*

- Technology facilitates communication.
- Technology provides resources and tools necessary for life.
- Some technologies are needed while others are only wants.
- **Water is an essential resource for life.**

#### *Essential Questions*

#### *Knowledge and Skills*

1. How can I communicate what I have learned about essential resources and life's necessities during our da Vinci unit?

- Describe how water is used
- Describe water's cycle
- Choose appropriate pictures for how we use water

2. How does technology facilitate communication?

#### (Subject) Vocabulary

- Water
- Needs/Wants
- Essential Resource

3. What is essential for a Kindergartner to know about technology? (staff development – SOL Checklist)

4. How is technology necessary for life?

**5. How is water needed for life?**

### 2. ASSESSMENT EVIDENCE

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
<ul style="list-style-type: none"> <li>• Examples of how water is used</li> <li>• Water's cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Class makes a PowerPoint slide show of how they use water</li> </ul>	<ul style="list-style-type: none"> <li>• Students, as an entire class, will make a PowerPoint slide show of how water is used and water's cycle.</li> </ul>

### 3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

Introduction (hook)	What students are doing	Conclusion
<ul style="list-style-type: none"> <li>• Video Clip of the Water Cycle</li> <li>• Brainstorming of ways we use water</li> <li>• Create a <b>Storyboard</b> for our slideshow on water usage and its cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing ideas for:               <ul style="list-style-type: none"> <li>• Ways water is used</li> <li>• Pictures to match those ideas</li> <li>• The water cycle</li> <li>• Attributes – Text, color, size, background</li> <li>• Inserting of video clip into slide show</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As a class, students will have generated a PowerPoint slide show about water's uses and the water cycle. They will share this slide show with their friends and families at the da Vinci Fair.</li> </ul>

<i>Accommodations</i>	<i>Materials and Resources</i>
<p>Extra support: Prompting, partner think-pair-share</p> <p>Enrichment or early finishers: Recording of voices into PowerPoint slide show if time allows</p> <p>Various learning styles: auditory, visual</p> <p>Limited English proficiency: Language building activity, video clip</p>	<ol style="list-style-type: none"> <li>1. Video clip</li> <li>2. PowerPoint</li> <li>3. TV with Averkey or Smart Board</li> <li>4. One computer</li> <li>5. Storyboard</li> </ol>

<i>Related Technology</i>	<i>Literature Connections</i>
<ul style="list-style-type: none"> <li>• One computer</li> <li>• TV with averkey or Smart Board (projector)</li> <li>• MS PowerPoint</li> </ul>	<p>Homeroom teacher / L.A. teacher will provide.</p>

#### **4. WRAP-UP (5-10 min)**

<i>Assessment</i>	<i>Homework</i>
<p>Evidence of student learning/understanding</p> <p>Participation in discussing and contributions in the making of the PowerPoint</p>	<p>Homeroom teacher will conduct follow-up.</p>

#### **5. TEACHER REFLECTION**

- Were my students talking about science and technology, or was I doing all of the talking and students were just listening to me?
- Were my students engaged at the beginning of the lesson?
- How much time did I spend reviewing concepts, and how much time did I spend on new material?
- Did the students respond to “How” and “Why” questions?
- Did my students have an opportunity to discuss and/or write about science and technology?
- What changes would I make next time the lesson is taught?