

HSU Lesson Plan Template - Adapted for LSEE 315

Title of Lesson Plan: Water in California, Where Does it Come From?

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Grade Level: 4	Social Studies Discipline Focus: Geography
Unit Snapshot: <ul style="list-style-type: none">You could connect this lesson about small water systems to larger bodies of water such as the difference between the Pacific Ocean in CA versus other oceans, rivers, lakes, etc under the 4th grade standards.	
What should the students already know? <ul style="list-style-type: none">They should know that their water comes from a water source.	
What should they know at the end? <ul style="list-style-type: none">The difference between a dam, aqueduct, and reservoir and how they were created in California.	
NCSS Themes <ul style="list-style-type: none">Time, Continuity, and ChangePeople, Places, and Environments	
Key Concepts: <ul style="list-style-type: none">Evolution of damsEvolution of aqueductsEvolution of reservoirs	
Describe your lesson in 1 sentence: Students will be able to differentiate between and identify a dam, aqueduct, and reservoir.	
CA State Learning Standards for Content: <ul style="list-style-type: none">4.4.7→ Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	
Learning Objective(s): <ul style="list-style-type: none">Students will be able to understand the evolution of dams, aqueducts, and reservoirs in California.Students will be able to differentiate between a dam, aqueduct, and reservoir.	

- Students will be able to locate a dam, reservoir, and aqueduct on a CA map.

Academic Language and Key Vocabulary:

- Vocabulary words
 - Dam: a barrier designed to hold back water
 - Aqueduct: a watercourse made to carry/distribute water from one location to another.
 - Reservoir: a natural or artificial lake used as a water supply
 - Evolution: a slow change over time
 - Water system: water supply
- Function words
 - Trace
 - Identify
 - Understand
- Syntax
 - N/A
- Discipline
 - Geography
 - Social Studies

Differentiation:

- **Writing/Physical Impairment:** make a premade copy of the flip book and have the student use a large highlighter to highlight important key ideas with the class instead of trying to write everything *or* offer typing notes on a chromebook if holding a writing utensil isn't an option.
- **Hearing Impairment:** sit the student closest to the teacher to hear the lesson and book clearly. Also, pair the student with a peer to help fill in any missed information while the teacher is unavailable.
- **Visual Impairment:** send a copy of the notes to be translate into a braille flip book a few days prior to the lesson or offer a brailnote for the student to take notes on.

Materials:

- 2 pieces of lined paper per student
- Stapler for the table groups
- Pencil + highlighters
- Chromebooks

Learning Activities/Teaching Strategies - Write as a procedure - Include Timing
Be sure to explicitly list teacher actions and student actions.

Opening/Hook/Warm-up:

1. Today we are going to learn about different water systems! Specifically where these things called dams, aqueducts, and reservoirs evolved from. Who has been to a lake before? Students use the sign "me too". - Explain that a lake can be a reservoir to hold water.
2. Tell students to think, pair, share with their neighbors about what they think a water system is used for. (2 minutes).
3. Present and read aloud a book on dams to help them visual examples in case they haven't seen one before. (5 minutes) **for auditory learners**
 - For example, *Canals and Dams* or *The Hoover Dam* childrens books.

Main Learning Activities:

1. Tell students they are going to take notes on water systems in CA and to take out two pages from their notebooks. **for kinesthetic learners**
2. Teacher will turn on document camera to model how to set up their flipbooks.
 - Step 1: layer the pieces of paper on top of each other.
 - Step 2: Fold over the papers evenly and crease it to make the flip book.
 - Step 3: staple the top twice. One on the upper left and one on the upper right.
3. For each topic there will be a slideshow of pictures and examples of each water system in CA.
4. Lastly, when the students are done taking guided notes, the teacher will show a map of CA on the screen for the whole class to view. The teacher will then call on students either through raising hands or a tactic such as calling on table group numbers or pulling popsicle sticks to ask students where they remember seeing a water system from our notes.

Closing/Wrap-Up:

- Students will be instructed to open their chromebooks and to participate in a Kahoot on water systems in CA. The Kahoot will have questions going over the definitions of each water system and where they evolved from.

Formative Assessment:

- While note taking, call on each group of students and ask a set of questions to gauge their understanding and comprehension of the lesson.

Summative Assessment:

- Individual quiz on the water systems in CA. Quiz will include;
 - Matching definitions to the terms dam, aqueduct, and reservoir.
 - List one example of each type of water system in CA.

Reflection PART 1:

- To me it was really hard to think of different ways to keep the students engaged while also meeting CA teaching standards. I feel like I am very confident in making lessons accessible to every type of learner since that was my job as a para educator the last 3 years.

Reflection PART 2:

- For the formative assessment I chose simply communicating and talking to the students in a whole class discussion. Since it is a guided note taking lesson plan I think it is really hard to engage with every student. But, if I were to have made it a small group activity I could possibly interact with the students on a more one to one basis. But, I like guided note taking so I can ensure my students are learning the vocabulary and the lesson objective.
- For the summative assessment I chose an individual quiz. I did this for a few reasons. First reason, I think group quizzes are good as a wrap up or a review but one student can usually get away with not comprehending the content and I as the teacher wouldn't know. Second, I don't like the idea of Kahoot for a formal assessment because it is timed and I don't think that gives students the proper amount of time to answer correctly. Lastly, I think it's nice to keep it private. On games like Kahoot their scores are public to the class and that could affect students' outcomes and confidence.

UPDATED 11/15/20- SKS