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| **http://www.hitech-dolphin.com/image-files/bottlenose-dolphin-picture-2-480.jpg**Daybreak Elementary Mrs. HollandFourth Grade |

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| [**Reflections**](http://template.aea267.iowapages.org/lessonplan/id3.html) |

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| ***Unit Title:*** Water Cycle***Title of Lesson:*** Walking through the Water Cycle |
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| **Focus Standards:****RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**RI.4.4** Determine the meaning general academic and domain specific words and phrases in a text relevant to a grade 4 topic or subject area.**W 4.3**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.**W 4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (grade specific expectations for writing types are defined in Writing Standards 1-3, Text Types and Purposes).**LS 4.2** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**FS 4.3(a)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**Objectives:**Students will be able to describe and understand the events of the water cycle. **Materials**Word study graphic organizerWater Cycle story template **Teaching the Lesson:** **Word Study** **I can add suffixes to a root word and use the word correctly in a sentence.**Review: Discuss with the students what a suffix is.  * Hand out the graphic organizer to the students.
* In the top box, write one of the vocabulary words from the water cycle. ex. precipitation.
* In the box directly below, have the students write the root word. Write the word down and have the students check their spelling.
* Next discuss the definition of each of the words. (-ion or -ation changes the verb to a noun).
* Next, take the root word and add three different suffixes to the word. Asking the students what the spelling rule is for each new word.
* Have the students write a sentence using the new word correctly.

**Writing****I can write a narrative story using grammar and the water cycle vocabulary words correctly.**Review: Have the students remember the process of the water cycle. * Students will pretend that they are a water molecule traveling through the water cycle.
* Students will then do a quick sketch of their narrative story.
* Next, students will write their first draft of their narrative story
* Students will use peers to help edit and evaluation to strengthen their writing
* Students will publish their story.

**Closure:** Students will can exchange their stories within a group or read them out loud in front of the class.  |
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