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| |  | | --- | |  | | |  | | --- | | [**Reflections**](http://template.aea267.iowapages.org/lessonplan/id3.html) | | | http://template.aea267.iowapages.org/imagelib/sitebuilder/layout/spacer.gifhttp://template.aea267.iowapages.org/imagelib/sitebuilder/layout/spacer.gif | |  | | --- | | ***Unit Title:*** Water Cycle ***Title of Lesson:*** Walking through the Water Cycle | | |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | **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 organizer  Water 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. | |  | |  | | | |  |