**Lesson: Water Cycle**

Subject: Science

2-3rd Grade

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Essay Assessment Project

By

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***EALRs and GLEs***

**Writing**

**EALR 1:** The student understands and uses a writing process.

**GLE 3.1.1**: Analyses ideas, narrows topic and elaborates using specific details

**GLE 3.1.2:** Organizes writing using a logical organizational structure

**EALR 3.3**: Knows and applies writing conventions appropriate for grade level

**2-3rd Grade Science**

**EALR 4**: Physical Science. Big Idea: Matter: Properties and change (PS2). Core content: Properties of Materials

**2-3 PS2B:** An object may be made from different materials. These materials give the object certain properties

**2-3 PS2C:** Water changes state (solid, liquid, gas) when the temperature of the water changes.

**EALR 4**: Earth and Space Science. Big Idea: Earth Systems, Structures, and Processes. Core Content: Water and Weather

**2-3 ES2B:** water can be a liquid or solid and can go back and forth from one form to another. If water is turned into ice and then the ice is allowed to melt, the amount of water will be the same as it was before freexing. Water occurs in the air as rain, snow, hail, fog, and clouds.

**EARL 2**: Inquiry. Big Idea: Inquiry. Core Content: Conducting Investigations.

**2-3 INQB:** A scientific investigation may include making and following a plan to accurately observe and describe obejects, events, and organisms; make and record measurments, and predict outcomes.

***Table of Specification***

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives** | **Know** | **Compare** | **Total** |
| **Objective #1**  Demonstrate understanding of properties, specifically the water cycle | 10 | 0 | **10** |
| **Objective #2**  Compare and contrast the water cycle on large and small scale | 20 | 40 | **60** |
| **Objective #3**  Clear organization structure | 10 | 0 | **10** |
| **Objective #4**  Sentence and grammar structure | 20 | 0 | **20** |
| **Total** | **60** | **40** | **100** |

***Objectives***

**Students will be able to…**

**Objective #1:** Demonstrate understanding of the properties of materials, including water cycle (**EALR 4, 2-3 PS2C, 2-3 PS2B, 2-3 ES2B**)

**Objective #2:** Compare and contrast the water cycle on the big scale to the water cycle in your cup (**EALR 2, 2-3 INQB, GLE 3.1.1**)

**Objective #3:** Create sentences with clear organization structure (**GLE 3.2.1, EALR 1**)

**Objective #4:** Write with correct sentence and grammar structure (**EALR 3.3, EALR 1**)

**Exploring the Water Cycle**

Essay Assignment

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You are at home on a warm sunny day drinking ice-cold lemonade with your little brother. The two of you take a break from drinking your lemonade to play catch with your neighbors. When you return from playing catch your brother is extremely confused because there are little drops of water on the outside of his lemonade glass. He does not understand how the lemonade got from the inside of the cup to the outside when he was gone!

Because we have just finished learning about the water cycle, you know just what has happened! Taking what you know about the water cycle, write an essay about how you would explain to your little brother what has gone on with his glass while he was gone. Include comparisons about the water cycle in regards to the weather to how the water cycle has worked with his glass. Be sure to include 3 terms you learned about the water cycle. Also, be sure to use the writing skills we have practiced in class (complete sentences, correct punctuation, grammar).

***Scoring Rubric***

**Objective #1:** Demonstrate understanding of the properties of materials, including water cycle (**EALR 4, 2-3 PS2C, 2-3 PS2B, 2-3 ES2B**)

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **10** | **5** | **0** |
| Knowledge of the Water Cycle | No factual errors | 1-2 factual errors | More then 2 factual errors |

**Objective #2:** Compare and contrast the water cycle on the big scale to the water cycle in your cup (**EALR 2, 2-3 INQB, GLE 3.1.1**)

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **60** | **30** | **0** |
| Comparison of water cycle on large and small scale | Similarities are clearly defined | Similarities are vague or incomplete | No similarities are offered |
| Relevance of Comparison | Similarities reflect relevant comparisons | Some comparisons are relevant | Similarities reflect no relevant comparison |
| Contract of water cycle on large and small scale | Difference between scales are clearly defined | Differences are unclear or incomplete | No differences are offered |
| Relevance of Contrast | Similarities refect relevant contrast | Some contrasts are relevant | Similarities reflect no relevant contrast |

**Objective #3:** Create sentences with clear organization structure (**GLE 3.2.1, EALR 1**)

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **10** | **5** | **0** |
| Introduction | Explanations of lemonade on cup is offered | Essay beings less clearly | Beginning of essary is confusing |
| Topic Sentence | Topic sentence gives reader a good idea of what will be discussed in the paragraph | Topic sentences relate to the topic sentence | No topic sentence |
| Supporting Sentence | Supporting sentences relate to the topic sentence and use detail | Supporting sentences relate to the topic sentence and use detail. | Supporting sentences do not relate to the topic sentence |
| Ending Sentence | Ending sentence summarizes paragraoh without using the same words as topic sentence | Ending sentence repeats topic sentence often using the same words | No ending sentence |
| Conclusion | Essay ends with a punch that ties ideas together or leaves lasting impression in reader | End of essay is adequate but struggles to tie ideas together | Essay ends abruptly without sense of closure |

**Objective #4:** Write with correct sentence and grammar structure (**EALR 3.3, EALR 1**)

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **20** | **10** | **0** |
| Sentence Structure | 1 run-on sentence of less; no capitalization errors | 2-3 run-on sentences; 2 capitalization errors or less | More than 3 run-on sentences; excessive capitalization errors |
| Spelling | 0-1 words are misspelled | 2-4 words are misspelled | More then 5 words are misspelled |
| Mechanics | 0-1 errors are made in capitalization and punctuation | 2-4 errors are made in capitalization and punctuation | More then 5 errors are made in capitalization and punctuation |
| Punctuation | 2 errors or less | Between 3-6 errors | Excessive errors |

On a scale of one to ten, how well do you believe you did on your essay? (Please circle the correct number on the scale.)

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

What could you do in order to do better on the next essay response? What would have helped you be better prepared?