

Name Ashley Bass

Lesson Plan Template

Lesson Segment Focus Bodies of Water

Lesson 1 of 1

Course & topic addressed Social Studies/Geography

Date _____ Grade 5

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify the major bodies of water and describe examples.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know that water does exist in some form on earth.
Knowledge of students background (personal, cultural, or community assets)	Students should have some idea that different bodies of water do exist.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	Content Standard 8: Geographic Representations - Students will use geographic representations and skills to become geographically informed citizens. G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations D2 Geo3.3-5
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will provide pictures of examples of each body of water. Those that need more support will have me to help them develop what is expected.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Ocean Bay Inlet Gulf River Lake
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Materials

Materials needed by teacher for this lesson.	Computer Projector Access to Padlet created
Materials needed by students for this lesson.	<ul style="list-style-type: none"> • Bodies of Water power Padlet • White papers • Glue stick • Scissors • Markers • Construction papers • World/US maps will be on Padlet • Pencils • Erasers • Poster board • Computers

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 mins	<u>Introduction:</u>	I will introduce the vocabulary words above and ask the students if they know what they are and if they have ever been to one or any.
40-50	<u>Instruction:</u>	<p>I will show the Padlet created for this lesson that explains each body of water and go over each one with examples. The padlet will contain a website to a US map.</p> <p>Each student is to create a book with seven pages. Six pages with one body of water and its description and a title page.</p> <p>The water will be a 3d pop-up using construction paper. They will get their information using the padlet created.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5-10 mins	Closure:	I will go around the room to ask the students to state facts about the bodies of water. Or I could have them show their books they made.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could have the students get in groups for peer help. I could show a world map that shows different bodies of water around the world.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Instead of a book, students could create a poster board with the bodies of water.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>