

Name April Booth**Lesson Plan**Learning Segment Focus Earth's Spheres Lesson 1 of 3Course & topic addressed Science: Earth's Systems Date 1/30/20Grade 5TH**Student Outcomes**

Specific learning objectives for this lesson.	1) have a detail class discussion. 2) have students fill out a chart. 3) students will watch video over Earths Major Systems. 4) define new words relating to Earths Major Systems.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	By filling out a chart will allow students to write what they know about the topic. This will also allow the students to use these charts as a study guide. Also, knowing the key words will let students know about their Earth and how the Earth is breaking down into.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	All the students live on Earth, so no matter what culture they are from, this gives students a topic they can all learn and talk about together. Students can even continue to talk about it when they are not in school because they can see the earths spheres on a daily basis.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Biosphere, Atmosphere, Hydrosphere, Geosphere
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interacts with the landforms to determine patterns of weather.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Before and After Chart Model
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Projector and Computer

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<u>Introduction:</u> <ul style="list-style-type: none"> Students will be shown four pictures and will be asked “what do they see?” “what would they be called?” 	<ul style="list-style-type: none"> I will have a PowerPoint with four pictures and will get the students engaged by asking them what do they see. I will pass out a Earth’s Spheres chart to feel out.
25 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> A video will be watched about the Earth’s Four Major Spheres. Students will fill out the Chart while watching the video. Students will get into small groups and discuss what they wrote and ask questions about what they didn’t understand or might have missed. 	<ul style="list-style-type: none"> I will be using a computer to show a video over the projector about Geosphere, Biosphere, Hydrosphere, and Atmosphere and how they interact with each other. I will write a few things about each of the Spheres to allow students to write what they have missed or what they were confused about. This will give them time to ask me questions and allow the information to become clear.
15 Minutes	<u>Closure:</u> <ul style="list-style-type: none"> Students will write a short paragraph about what are the Four Spheres and what do each of them mean and give an example of each 	<ul style="list-style-type: none"> I will walk around and look at everyone’s chart and assess them on how much they understood on today’s lesson I will also leave smiley face stickers to let students know they did a great job.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>If a student has bad eye sight, I could have them sit closer or even have them sit at the computer that is playing the video. Also, if there is a student with a learning disability I would help them with filling out the chart.</p>
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	I could make the students use different colors for each of the Spheres when writing about each of them. I could also make the chart color coded.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	This topic is related to research on recycling and cleaning the environment and how each of these spheres are affected over the years.
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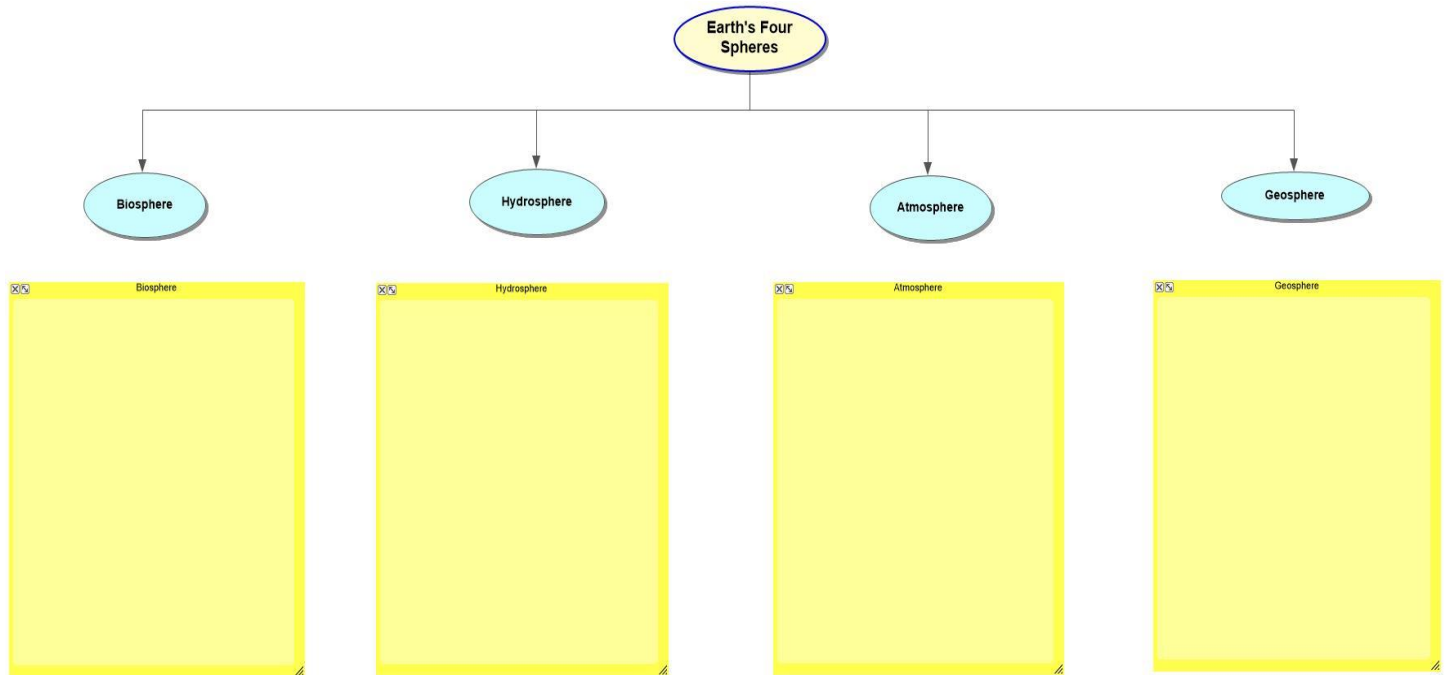
Lesson Reflection/Evaluation

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>

Blank Chart:



Answer Key:

