Name___April Booth_____

Lesson Plan

Learning Segment Focus: Moon Phases **Lesson _____1____of____3____**

Course & topic addressed ___Science: Earth's Systems____Date_____1/30/20_____
Grade___5TH____

Student Outcomes

Specific learning **objectives** for this lesson.	Students will make observations to identify objects based off their properties.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	This lesson is an introduction to matter and its properties.
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-PS1-3 Make observations and measurements to identify materials based on their properties.**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Matter** **Mass** **Solid** **Liquid** **Gas** **Condensation**

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.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Padlet Google Questionnaire Matter websites Matter worksheet Matter video Matter word search
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Padlet Google Questionnaire Matter websites Matter worksheet Matter video Matter word search Google Doc

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	**Introduction**: • Students will watch a video about matter and properties of matter.	• Teacher will pull up a video about matter and properties.
2 days 45 minute lesson	**Instruction:** • Students will explore padlet and the websites as resources the first day. • Students will use padlet to write their findings and share with the teacher their padlet code. • Students will complete the matter worksheet the second day and do the matter word search.	• Teacher will allow students to get the ipads/computers to allow them to explore padlet and websites as resources. • Teacher will walk around assessing the students as they are researching. • Teacher will hand out a worksheet about matter and have the students fill it out.
15 Minutes	**Closure:** • Students will write a short paragraph about what are the matter and properties and what do each of them mean and give an example of each	• 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

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	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.

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 properties when writing about each of them. I could also make the chart color coded.**

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).	✚ Formative /☐ Summative	
	✚ Formative /☐ Summative	
	✚ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or researc**h (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.

Lesson Reflection/Evaluation

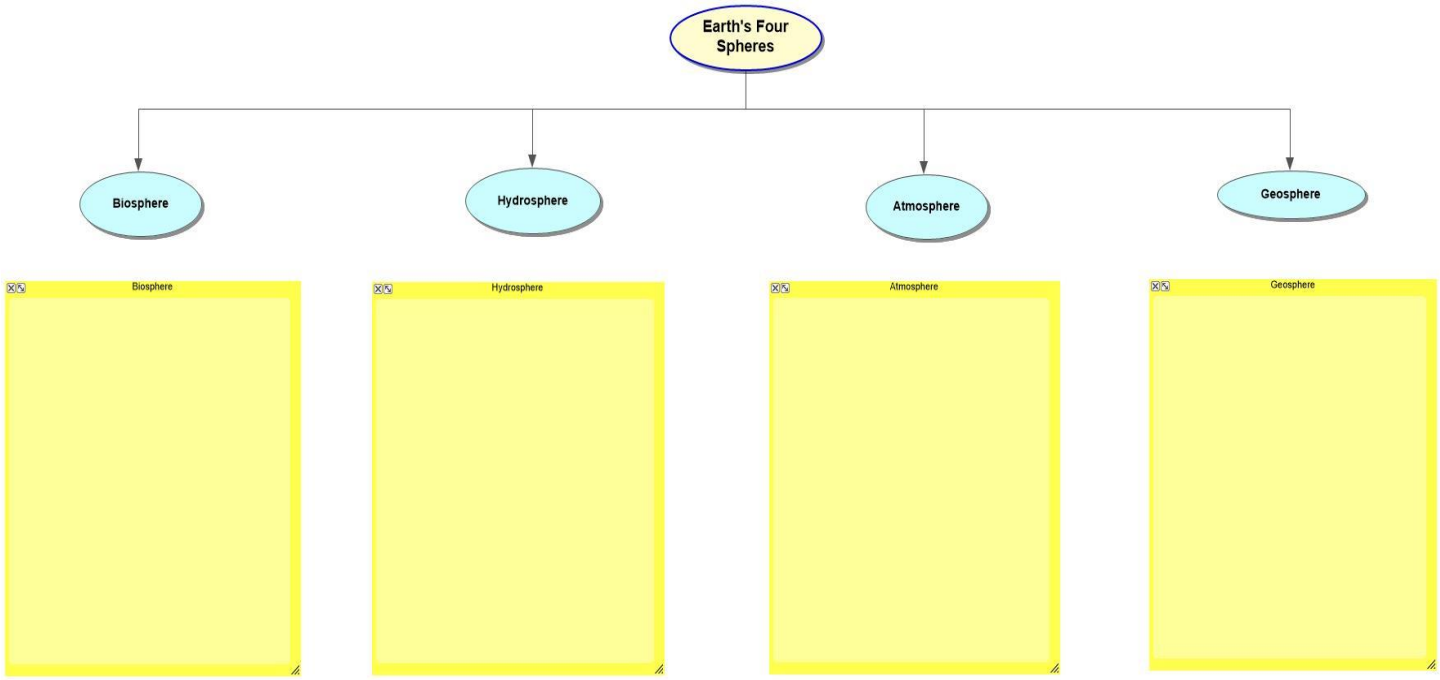
What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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

Updated 12-17-19 NLC

Blank Chart:



Answer Key:

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