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## Lesson Plan Template

Lesson Segment Focus: Powerpoint Game

Lesson: 2 of 2

Course & topic addressed: Science- Habitats/Climates

Date: 4/16/19

Grade: 3rd

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify and recall the different climates along with some of the animals that live in them.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previously learned about weather and habitats so they should be able to identify the differences in weather between the climates.
Knowledge of students background (personal, cultural, or community assets)	They may have absorbed different amounts of information from past lessons. seen different animals and climates, or even lived in different types of climates.

### 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.	<b>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</b> <b>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</b> <b>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</b>
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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?	Students may need a cheat sheet with definition of terms and a print out of the past powerpoint. Some may need to sit closer to the board to be able to see better.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Habitats: a place where animals live</b> <b>Climate: a type of weather</b>
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### Materials

Materials needed by teacher for this lesson.	powerpoint computer projector or smartboard
Materials needed by students for this lesson.	Powerpoint

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

Time	Learning & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	I will introduce the lesson by asking the students if they can recall the various habitats in the last lessons.
	<b><u>Instruction:</u></b>	<p>I will begin by displaying the first slide of the game powerpoint on the board for students to see. I will start out by explaining that the next slide will contain a multiple choice question and as a class, they must decide which one they feel is correct. The next slide will then have the right answer and this pattern will repeat.</p> <p>Students must be able to work together as a large group in a contained manner, facilitated by the teacher. Each time after they have decided which answer they would like to choose, then I will go to the next slide to show them the answer.</p>

		In between the slides, I will ask students how they came to the conclusion of what answer to choose. I will look for an in depth explanation of their thought processes with reasoning.
	<b>Closure:</b>	I will conclude this lesson by reinforcing how proud I am of them participating in this game and working together as a class.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I could send the powerpoint to students with reading comprehension issues so that they can review the information while responding. Students may need to go to a quieter room if they have focus areas or sensory issues. Some students who need intervention could be pulled into small groups to work with me.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>By trying to have students write, listen, and read.</b>
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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.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>;  
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