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Lesson Plan Template

Lesson Segment Focus: Powerpoint ebook

Lesson: 1 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 the different climates.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previously learned about weather so they should be able to identify the differences in weather between the climates.
Knowledge of students background (personal, cultural, or community assets)	Depending on their backgrounds, they could have been in some or all of these various 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.	3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers W.3.1 Write opinion pieces on topics or texts, supporting the opinion with reasons.
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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. Some may need silencing headphones to drown out the noise around them.
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Key Vocabulary

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

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

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

Time of Day	Learning & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Introduction:	I will introduce the lesson by asking students if they remember learning about climates. Next, I will start discussing how we, and other living beings live in various habitats.
	Instruction:	<p>I will begin by displaying the ebook powerpoint on the board for students to see. We will go through each slide, discussing details, and asking in depth questions. The students will be asked opinion questions and other types of animals they make think live in these various climates. I will also ask them what sort of climate they think they live in.</p> <p>Next, I will have the students pull out paper and something to write with. I will explain to them that I need them to answer some questions about the powerpoint information they just learned. I will write the questions and verbally explain them on the board.</p> <p>“Which climate do you think is the warmest? Why?”</p>

		<p>“Which climate was your favorite? Why?”</p> <p>I will explain to them that I want these answers to be at least three sentences long each and they will turn in this paper with their names on it after they are finished.</p>
	Closure:	I will conclude this lesson by speaking about how there is a lot of diversity in the world and climates are just one aspect.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	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?	By trying to have students write, listen, and read.
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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>;
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