**Name: Anya Dickey**

**Lesson Plan Template**

**Lesson Segment Focus: Weather and Climate Lesson \_\_\_\_\_1\_\_\_\_\_\_\_of\_\_\_\_\_\_1\_\_\_\_\_\_**

**Course & topic addressed \_\_\_\_Precipitation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_4/9/19\_\_\_\_\_\_\_\_\_\_ Grade\_\_3rd\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will know how to compare weather data.  |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students will have already learned about climates and types of weather.  |
| Knowledge of student’s background (personal, cultural, or community assets) | Students from all over will have different ideas about what weather means, but they should all know what rain is.  |

**State Academic Content Standards**

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| --- | --- |
| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.  | 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.  |

**Academic Language Support**

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| --- | --- |
| 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? | Depending on need level, I may give students the information for different cities along with the template for them to fill out the information in the correct areas. Others may need a printed out version instead.  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Precipitation: The liquid and solid water particles that fall from the sky to the groundWeather: the daily state of atmosphereClimate: the pattern of weather in a place over time |

Materials

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| --- | --- |
| Materials needed by teacher for **this lesson**. | ComputerExcel Internet Whiteboard Whiteboard markers |
| Materials needed by students for **this lesson**. | ComputerExcel InternetPaperPens/pencils  |

**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.**  |
| --- | --- | --- |
| 10 mins | **Introduction**:  | To introduce the lesson, I will first ask students what they remember from previous weather lessons and definitions of weather vs climate. Then, I will write down things the students say on the board. We will then talk about rain and how different places receive different amounts of rainfall. Then, I will introduce the project to the students.  |
| 1-1.5 Hours (over multiple school days) | Instruction: | I will tell students that they will be researching average rainfall over multiple months in 3 cities in 3 different states. They will spend a bulk of their time finding and recording this research. They may look up big cities in various states when deciding what cities they would like to use as they may not all know multiple cities. They will use the computers to do and record the data in the excel templates I provide for them.  Each student will research their own data, this is not a group project. They will be able to customize the tables and graphs design wise once they have found all of the necessary data. After finding the numbers, they will compare the averages from each city in a large graph as seen in the example I made. They must have plugged in the averages correctly and be aware of how to create a graph based on the data.  |
| 20 minutes | **Closure:**  | Students will have the opportunity to do a gallery walk and look at the work their peers did for the project. After they are done looking, we will have a class discussion concerning what they have found.  |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | . Depending on need level, I may give students the information for different cities along with the template for them to fill out the information in the correct areas. Others may need a printed out version with enlarged print instead. I may pull students with IEPs to work in small groups with me to help them and maintain focus.  |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I could have some students take notes on definitions if they need to write to successfully learn. Others may need to see examples of rainfall.  |

**Assessments: Formative and/or Summative**

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| --- | --- | --- |
| 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**

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| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| 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>