

# Lesson Plan Template

Lesson Segment Focus: Different Climate Zones

Lesson 1 Of 2

Course &amp; topic addressed Climate zones around the world

Date 2-2-19 Grade 3

## Student Outcomes

Specific learning objectives for this lesson.	Students will work together in a group setting to create a presentation over their climate zone. Students will deepen their understanding of climate and the different zones and what makes them unique.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have no previous connections to this lesson.
Knowledge of students background (personal, cultural, or community assets)	Students may have lived in these different climates and will have personal background knowledge of what they are like.

## 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.	<p><b>3-ESS2-1</b></p> <p><b>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</b> [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]</p> <p><b>3-ESS2-2</b></p> <p><b>Obtain and combine information to describe climates in different regions of the world.</b></p>
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## Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Climate, tropical, dry, temperate, polar</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Graphic, smartboard
Materials needed by students for <b>this lesson.</b>	Graphic, computer, books, poster board, arts and craft supplies

### 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.
5 minutes	<u>Introduction:</u>	Ask questions about what they think climate is and what it involves. Bring up a slide show of climate with pictures and descriptions of what climate is and what the different types are.
45 minutes	<u>Instruction:</u>	Go more in depth about what climate involves: weather patterns, precipitation amounts, wind directions, temperatures, etc. I then will get them to get their chromebooks out and have them pull up the graphic as I do the same on the smart board. I will go over the guidelines for the project and assign groups. Each group then will get together and I will show them how to navigate the graphic and explain what to look for. I will then let the groups break off and begin research. I will give the students thirty minutes of research time with the computers, books, and me. I will walk around monitoring each group for how much work they are getting done and answering questions.

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 minutes	<b>Closure:</b>	I will ask the students to clean up and to put away the materials in the appropriate place. I will remind the students that they will have three more days to work on this project in class before moving on to the next lesson.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will try to make groups as diverse as possible and while I walk around help students that seem to be struggling giving them additional instruction on how to look things up and show them how to find the answer to the different categories.
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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>This project involves all the different types of learning styles and different instructional methods with one-on-one instruction, group time, and technology time. I will help students that seem to be focused in on one method to expand and try different methods of research like books, the graphic, different websites ect.</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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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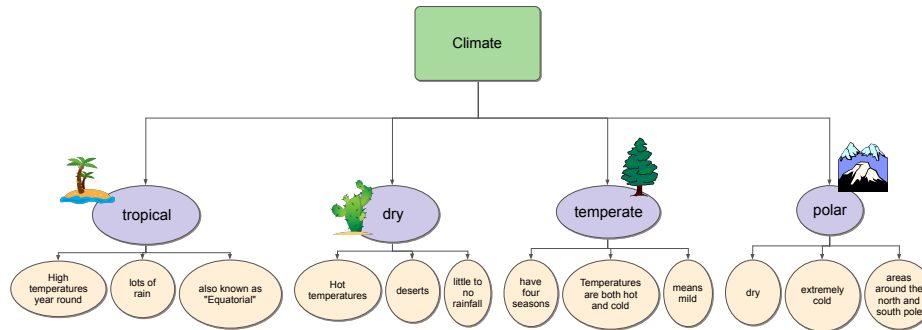
Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*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>

Climate Lesson- Teacher Copy

The students will use this graphic to get them started on a group project. In this project, they will use this graphic as a starting place to find information for their little research project over one of the four climate types. They will use this to send them to a website to help them pull more information out of the text and make a project to present to the front of the class over their climate zone.

This project for the classroom will consist of the students using computers, iPads, or books for research and finding the basic facts for the climate zone. They will need to work with their group and create a presentation for the class that should help broaden the students understanding of each climate zone and their basic characteristics. The three circles under each are an example to help the students to know what kind of facts they should be looking for.



Name: \_\_\_\_\_ Number: \_\_\_\_\_

### Climate Project

For this assignment, you are to work with your group to create a five minute presentation over the climate zone that you received. Each member of the group needs to turn in a copy of their note outlines when they are completed. For the presentation, you can create a slide-show/graphic, make a poster, or create a model of your climate zone. You will work on this in class and present on Friday, February 8th.

**Climate zone name:**

**Temperature range:**

**Typical Weather:**

**Does it have seasons?**

**Does it rain, how much?:**

**Any animals, if so what kind?:**

**Any plants, if so what kin?:**

**Where it is located:**

**Can humans live there? Explain why or why not:**

**2 fun facts:**