

Name Ashton Herekamp

Lesson Plan Template

Lesson Segment Focus Weather

Lesson 2 of 4

Course & topic addressed: Temperature graph

Date 4-6-19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will observe the temperature throughout the day. Students will fill out a chart to demonstrate their data gathered. Students will complete a chart to show their data from the week.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have an understanding of weather and what temperature is.
Knowledge of students background (personal, cultural, or community assets)	Students that have parents that are farmers, meteorologists, or have knowledge of weather may already know how to take the temperature from the thermometer.

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.	Students who demonstrate understanding can: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [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.]
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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?	Instructional supports that I will need are mini thermometers, a large thermometer (that reads in fahrenheit), laptops, and chart paper with markers. To provide varying support to students, I will show an example of what I expect from them and how they should do it.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	temperature, Fahrenheit, bar graph
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Materials

Materials needed by teacher for this lesson.	chart, markers, notes outline, large thermometer
Materials needed by students for this lesson.	mini thermometer, laptops, pencils

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

Time of Time	Eng & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5min	Introduction:	have students answer what is weather and what is temperature and what tools we would use to measure temperature.
30 min	Instruction:	Hold up thermometer and see if anyone has ever seen or used one of these things and if they know what it is. Explain to students that the thermometer is used to measure temperature and the use of the scale of Fahrenheit. I then have the students help me measure the temperature. We will practice with a few examples and see how accurate we are. If some students seem to be struggling, then we will continue to do examples and students who are still struggling then I will pull those students for small groups for further instruction. After practicing reading a thermometer, I will pass out the students individual thermometers. Students will practice and look at their thermometers. We will then start working on the graph. I will do an example on what I expect from them, and then I will let them lead the next example. I will have the students pull out their laptops and pull up the Google sheets. I will explain how they should measure the temperature at those times and fill in the blanks. After all the blanks are filled in, I want the students to see how the graph forms.

5 minutes	Closure:	I will have the students to put up their laptops and put their thermometer somewhere in the class. I will have them put their names on the back so they do not mix each others up. This is where they will measure the temperature all week at.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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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