

Lesson Plan Template

Lesson Segment Focus: Climate Zones Lesson 1 of 3

Course & topic addressed: different climates around the world Date 4-13-19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will watch video. Students will understand the difference between weather and climate. Students will learn the different major climate zones from around the world.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson is the introductory for this unit, so I do not expect students to have a background in the information
Knowledge of students background (personal, cultural, or community assets)	Most students will understand what weather is from watching the news at school every morning.

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.
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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?	I will have a weather chart, climate video, and explanation notes for the different times. Provide different levels by having some explanation sheets of vocab that have more of the simpler words even defined for students that need it.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Climate, Weather, Temperate, Dry, Tropical, Polar
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Materials

Materials needed by teacher for this lesson.	Climate video, Weather chart, world map, lesson notes
Materials needed by students for this lesson.	Vocab list, weather chart, world map print out

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 min	<u>Introduction:</u>	Ask students if they have ever watched the news and saw the weather, or looked at the weather forecast to see what the weather was for the day. Let students respond.
45 min	<u>Instruction:</u>	Lead students in a discussion of the different weather types. Going over what partly cloudy, cloudy, rainy, snowing, sunny, and foggy weather looks like by using the weather chart. Have the students help me feel out a weather chart on the board. Explain what the high temperature and low temperature is, what wind speed and direction is, and what is rainfall is. Have the students discuss why it might be useful to include all that information in a weather forecast for everyone to know. After students complete that discussion, I will ask students if anyone knows what climate is. After letting students answer, I will play my iMovie climate video. After the video I have played, I will ask students what the different climate zones were in the video. We will review the weather patterns that make those climates unique. Students will then get the world map out to show where those climate zones are at on the world. I will walk through this with the student by filling one out on the projector for the whole class to follow along with. After we have finished filling out the map, I will ask students to get out their personal journals to write a journal entry over which of the climate zones was their favorite and why?

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 min	Closure:	I will let three students who want to volunteer read their journal entry to the class about their favorite climate zone and why?

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.For ESL learners, I will help them with their journal by helping them with English words that they do not know. For remediation, I will send home a pamphlet home of the different climate zones, that students can look over at their pace to learn the different types of climates. For IEP, students that struggle to see, I will move closer to the front for the video, and the students that struggle to hear, I will move closer to the speakers for the video.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure all students' needs are met, I will work with students one on one with their world map and circle the room using prompting questions to help students with their journals that are struggling to comprehend the prompt or to put their thoughts into words. I might have students that cannot write well make a thought web first before writing to put their thoughts on paper.
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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>;
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