

Lesson Plan Template

Lesson Segment Focus BrainPOP APPLesson 1 of 1Course & topic addressed Science: WeatherDate 11/11/18 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> Students will learn the different types of climate types
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	<ul style="list-style-type: none"> Last week we talked a little about weather and what times of weather there was (ex. Rain, snow, sunny)
Knowledge of students background (personal, cultural, or community assets)	<ul style="list-style-type: none"> This does not matter in this lesson

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.	<ol style="list-style-type: none"> K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.] K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.* [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.] <p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, or warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon or the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations is limited to whole numbers and relative measures such as warmer/cooler.]</p> <p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* [Clarification Statement: Emphasis is on local forms of severe weather.]</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? What will you do to provide varying supports for students at different levels of academic language development?</p>	<ul style="list-style-type: none"> • I will work with students that are struggling with this assignment one on one when I am finished explaining everything or I will have another student help them.
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<ul style="list-style-type: none"> • Climate
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Materials

<p>Materials needed by teacher for this lesson.</p>	<ul style="list-style-type: none"> • Internet • Examples of different times of climate changes • The BrainPOP app to show them the science section
<p>Materials needed by students for this lesson.</p>	<ul style="list-style-type: none"> • Listening ears • iPad or chrome book

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.
10mins	<u>Introduction:</u>	<ul style="list-style-type: none"> • We will first go over what climate change is, I will ask the students if they know before I tell them, and I will let them explain to me what they think it is. Once my students are finished, I will then tell them what climate change is an give them some examples.
30mins	<u>Instruction:</u>	<ul style="list-style-type: none"> • After we go over the examples and I explain everything to them, I will have them get their iPad or chrome books out, so they can download the BrainPOP app. Once all students have downloaded it, we will all work at the same pace and go over everything the app as about climate change.

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.
10mins	Closure:	<ul style="list-style-type: none"> I will have students do a small homework assignment over climate change, I will have them explain the different climate changes and have them tell me where there are different climate changes.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<ul style="list-style-type: none"> If students do not have iPad or chrome book, they can partner up. I will make sure there are students than can work with another that may have remediation or IEP/504.
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<ul style="list-style-type: none"> I can pull up videos online to help students understand it better I can work one on one with a student if they need help
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students'</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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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.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>