

Lesson Plan Template

Lesson Segment Focus: Natural HazardsLesson: 3 of 6Course & topic addressed: Science and Natural HazardsDate: 10/24/18 Grade: Third

Student Outcomes

Specific learning objectives for this lesson.	This lesson is to help students gain a better understanding of natural disasters and how to handle them. We will mainly focus on hurricanes in this lesson.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This connects to the previous lessons we have had on other natural disasters. It also goes along with how things can affect the environment.
Knowledge of students background (personal, cultural, or community assets)	Some students might get emotional while talking about natural disasters. Many of them might have lived through a disaster and this might be hard for them.

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.	ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1)
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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 could put up a lot of visuals for students to understand what these natural disasters look like in real life. I could also pull up a map and show them in what areas these disasters would most likely take place.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Hurricane, Tornado, Tsunami, volcano, and earthquake
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Materials

Materials needed by teacher for this lesson.	Smart board to show pictures and ebook
Materials needed by students for this lesson.	Computers

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>	I will review with the students all the different types of natural disasters we have already talked about. This includes tornado, earthquake, and volcano. Then I will pull up a picture of what a hurricane might look like and ask the students if they can guess which natural disaster we are talking about today.
25 Min	<u>Instruction:</u>	<p>I will start by showing the students pictures of what hurricanes look like. We will then ease into the facts on hurricanes.</p> <p>The eye of a hurricane can be anywhere from 2 miles (3.2 kilometers) in diameter to over 200 miles (320 kilometers) but they are usually around 30 miles (48 kilometers).</p> <p>The winds around the eye of a hurricane are usually the strongest.</p> <p>Hurricanes develop over warm water and use it as an energy source.</p> <p>Hurricanes lose strength as they move over land.</p> <p>I will then pull up a map on the smart board and have students come show me areas where they think a hurricane might take place.</p> <p>Then I will allow students to get out their computers and look up survival facts that you need to get through a hurricane.</p> <p>I will give the students 8 minutes to look this up and then 5 minutes to share what they find with their table.</p>
10	<u>Closure:</u>	We will close this lesson by reading the ebook “Lucy’s survival guide”.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might need to have some students partner up and help each other while researching on the computers. I might also need to repeat instructions and information for some students. I might need to show more photos or even a video to help some students visualize this more.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could allow students to do some more research on their own and then share. I might also find some old news broadcast and show them to the class so they are able to get real life scenarios.
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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.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>