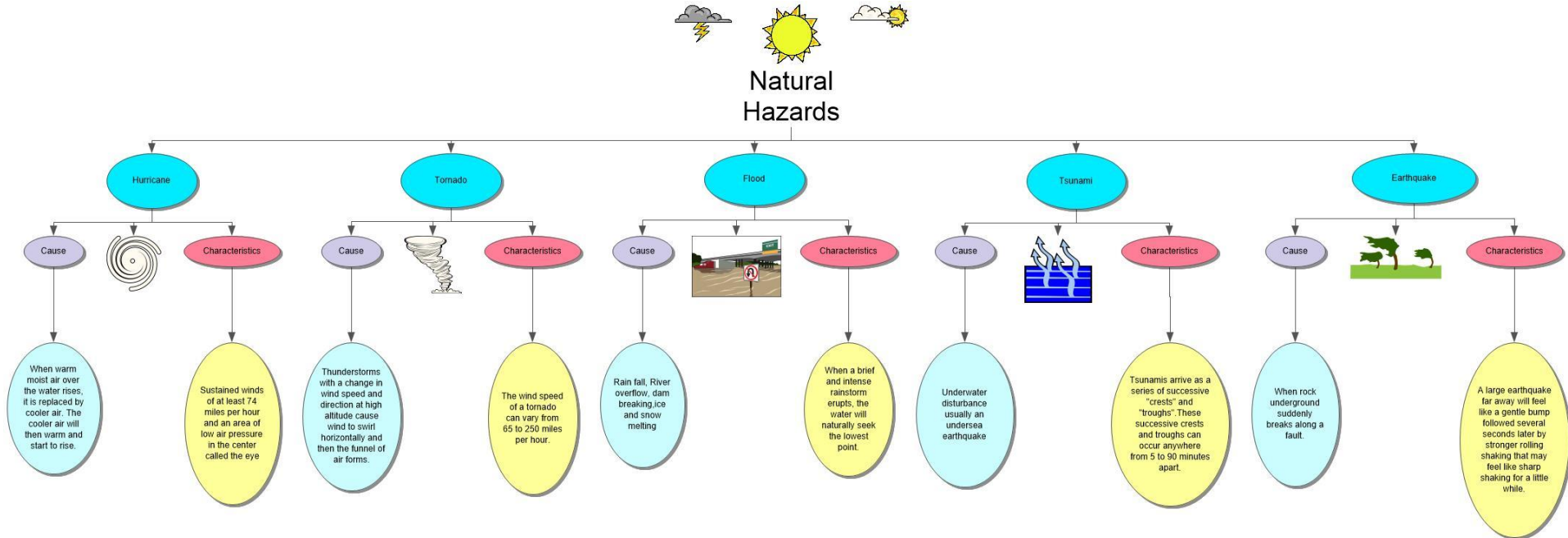


Lesson Plan Model¹

Lesson Title/#: Natural Hazards

Grade Level: Third



Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The focus is to inform the students on a few of the natural hazards and how they are formed.</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>ESS3.B: Natural Hazards</p> <p>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)</p>
<p>Student Learning Goal(s)/ Objective(s)</p>	<p>The students should be able to describe the 5 natural hazards listed and go into detail about one characteristic they have.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The learning goal is that they will be informed on this topic and have a better understanding of possible hazards in our world.</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>Students should be able to follow along on the sheet as I teach them about the different hazards. They should also be able to conduct their own research by using the classroom iPads.</p> <p>Students know about weather and some know about different disasters, but today they will leave with a better understanding of different hazards that we don't get to experience in Arkansas like a hurricane.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch _____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>There will be 5 minutes for the launch of the lesson. During this I will explain to the students what natural hazards are and how they effect the world around us.</p>
<p>Instruction _____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting</p>	<p>There will be 15 minutes of instruction.</p> <p>During this I will ask students questions to see what they already know about different natural hazards. I will then begin to teach them about the natural hazards on the sheet I hand out to them. This will link what they already know to new information and facts I will be teaching on.</p> <p>I will engage students by giving them the chance to read things off the chart. I will also give them a chance to explain to the class what they think the certain hazards are.</p> <p>I will determine if students are understanding these things by a quiz in the next week that will ask them to describe the different natural hazards. I will also be able to tell by how well them seem to pay attention and be interested in the content I am sharing. Usually students that are interested in the content and seem to be paying attention will remember what I have taught. I will also divide them into pairs in the lesson and I can tell how well they contribute to the other partner to know how well they understand the learning objectives.</p>

<p>the intended learning objectives?</p>	
<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>This will be 15 minutes.</p> <p>I will give the students the chance to pair up and discuss the things they have learned. They will also get to do some research on their own in their pair and find one interesting fact for each of the 5 natural hazards we discussed.</p> <p>They will go on to apply the things they have learned to their everyday life by being aware of different things that could occur in the world.</p> <p>I will determine if the students are meeting the learning objective by how well they do their research and how confident they are in what they know about each of the 5 hazards.</p>
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>We will have 5 minutes for the closure.</p> <p>During this I will write down each groups facts they found on a poster and hang it up in the classroom. This is so that as we continue our study on these natural hazards the students can refer to what they learned.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p>

<p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>After I teach the students about the information on the sheet I will have them partner up and discuss some of the things they already knew about the natural hazards. I think there is a lot of students can learn from each other and others experience through some of these things. I will also have them get on the iPads and look up one more interesting fact for each of the natural hazards.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If the students aren't understanding or if they have a lot of questions about the natural hazards I would look up pictures and videos on the internet and show them, so they get a better idea. I would also continue to teach them more information and share more interesting facts with them.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p>	

<p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The teacher will need one of the sheets with the information, so she can refer to it when teaching. The students will need a copy of the sheet as well as a pencil to add any notes to the paper while the teacher is teaching.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students so they can understand and use the language associated with the</p>	

language function and other demands in meeting the learning objectives of the lesson?

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	

<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

<http://www.arkansased.gov/>

https://www.ducksters.com/science/earth_science/tornadoes.php

<https://sciencing.com/characteristics-floods-8049381.html>

Attach each assessment and associated evaluation criteria/rubric.