

Lesson Plan

Learning Segment Focus: Coronavirus- Cause and Effect

Lesson 1 of 1

Course & topic addressed Science/Social Studies/Language Arts Date: 04/15/2020 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will examine and investigate the coronavirus current event happening in the United States and around the world. Students will use their critical thinking skills to use the information to create their own public service announcement to help inform others about the coronavirus.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have learned about living organisms in our world and use prior knowledge on how living organisms include germs. Students will have simple prior knowledge on bacteria and viruses. They will have prior knowledge on cause and effect of certain events in the United States and in communities.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	This class consists of 8 white, 10 African American, 1 Asian and 5 Hispanic. I have 4 who Have been identified as are English Language Learners and 2 who have been identified as SPED. My 4 ELL students are part of a pull- out program twice a week for 30 minutes each. My 2 SPED students are part of a resource class they have every day for an hour. I have 3 ACE students who are pulled for gifted and talented 2 days a week in the afternoon. With a great diversity in me classroom, my class is able to learn amongst their peers through cultural differences.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>H.13.3.6 Examine current or historical events in Arkansas or the United States in terms of cause and effect D2.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p>Virus</p> <p>Germs</p> <p>Investigate</p> <p>Cause and Effect</p> <p>Droplets</p> <p>Microscopic</p> <p>Microscope</p> <p>Infection</p> <p>Fluid</p>
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Students will use the Padlet wall as a KWL anchor chart where we write down questions and key information on the cause and effects of the coronavirus. Students will have their own KWL charts to keep and fill out on their desk as we go over the information. Key Vocabulary will also be written with in the chart to help them. On the Padlet wall there will be links to videos and information to help them investigate the answers to their questions as partners. Students will then create clips of the information they learn to teach their peers on the cause and effect coronavirus and steps on how to prevent the spread. The new vocabulary will be added to the word wall.</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>24 iPads Computer SMART Board KWL worksheets Pencils</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>iPad KWL Chart Worksheet Pencil</p>

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
<p>5 minutes</p>	<p><u>Introduction:</u></p>	<p>“Alright boys and girls, remember when we learned about living organisms. We learned about big living organisms such as humans, animals and plants. We also talked about microscopic living organisms. Does anybody know what microscopic means? It means really small that our eyes cannot see. We have to look it on a tool like this called microscope. This is where we can see germs. Germs are a living organism. What are two types of germs we talked about?” *Student answers correctly. * “Today the world and the news are talking about germ affecting our country. Boys and girls, how many of your parents watch the news? Or how many watch videos online? Have you all recently heard about the coronavirus? *Student raises hand* “Sometimes the news can report scary information if we do not know enough about it.”</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
35 minutes	<p><u>Instruction:</u></p>	<p>“Since the effects of the coronavirus in the United States, we are going to talk about this event. We are going to do a KWL chart. A KWL chart is a chart that shows us what we know about the topic, what we want to learn, and what we learned after we have investigated about the topic.” “I am going to make this chart on our class Padlet while you write the facts in your own KWL chart. I know we talked about viruses a little bit. What do you remember about them?” *Student answers correctly* “Awesome, yes! They are tiny organisms that are germs that make our bodies sick. For example, the cold is a virus that makes us feel stuffy, achy and gives us a cough. Today we are going to talk about the coronavirus. The cause, the effect and how to prevent the spread.”</p> <p>I will ask students what they have heard or know. I will put their comments on Padlet as they write it down on their chart. Using their questions words, we will talk about questions they may have about the virus. We will talk about the importance or closed-ended questions and open-ended questions. “When we ask open-ended questions, people answer us with more information or we find more information to find the answers we need.” Then we will come up with questions we have about the coronavirus and write them down on what we want to know. The questions will be on Padlet as well.</p> <p>“Alright, we have really good questions written out! Now, we need to investigate the web to find the answers we need. It’s like a detective the look and look until the find the answers they need to solve the mystery. I have posted some videos, articles and websites on our Padlet under “Investigate” that can help you find the answers to our questions. Grab your iPad and pick 2 videos and 2 articles to look through with your partner to find the information. Write down on any important things you find on your last column on the KWL chart. I will give you 20 minutes to work together and then we will discuss what you learned as a class. Sometimes, what you find helps others. I want you to look for 2 important things first: what causes the coronavirus? How does the coronavirus affect us?”</p> <p>Students will work together to find answers to their questions. We will come back together and discuss what the answers they found as a class and write them down on the Padlet. They will then be</p>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		assigned a project to create a small clip spreading the information to others on the cause and effect of the coronavirus or what they can do to prevent it. This will be posted on Padlet.
5 minutes	Closure:	“Alright boys and girls, lets finish our clips and Tik Toks up. Once you are finished with your informative clip. Please email it to me and I will post it to our Padlet so you can watch them later. We can present them in class once we come back from lunch.”

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>ELL and IEP/504 students, depending on their level, I will provide different modifications in the classroom. This may be fill in the blank, word banks, or sitting in front of the class. The lower level students will be assigned partners that are higher level students to help them fill in their KWL chart. Sentence frames will be provided for ELL/IEP/504 students to fill in the KWL chart. These students will be assigned 2 short videos and a small article to write down vocab words or phrases they understood from the video.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Students will have the Padlet to find information they can investigate the events, cause and effects of the Coronavirus in the United States and the world. Students will have access to the word wall to help them. ACE students will act as peered tutors and will create 2 videos: one on cause and effect of virus and the other on how to prevent the virus.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Class discussion, questions and checking for understanding
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	KWL Chart
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Informative Clips or Tik Tok videos on what they learned about the cause, effect and how to prevent coronavirus.

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected</p>	<p>Vygotsky: There is social interaction and discussion amongst peers when investigating for their information on the COVID-19. Constructivism: Students must use their prior knowledge to investigate information.</p>
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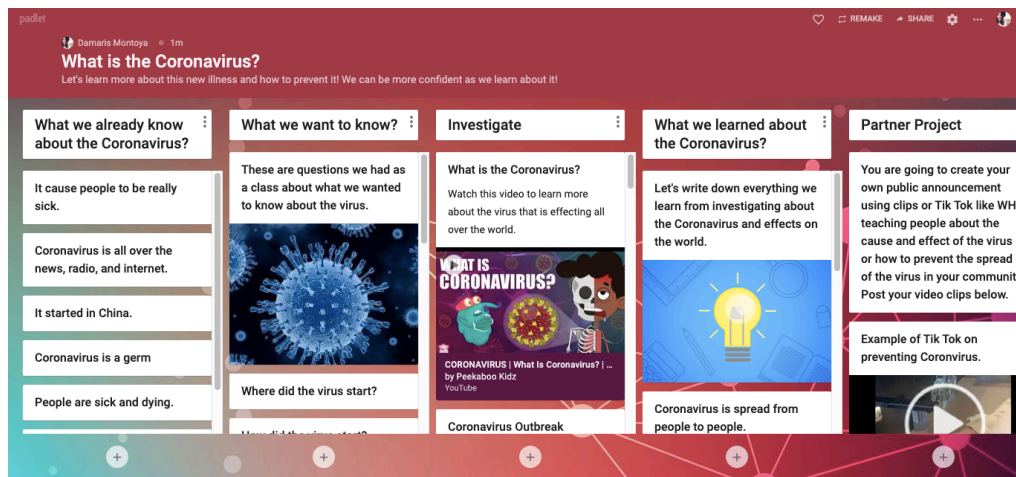
theories and/or research.	
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Lesson Reflection/Evaluation

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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Directions: Fill out the KWL chart below with the information you have heard, discussed, and learned in class.

K What do you know about this topic?	W What do you want to know about this topic?	L What have you learned about this topic?