**Name: Evyn Graham\_\_\_\_\_\_**

**Filmmaker Lesson Plan**

**Lesson Segment Focus: Planet Earth Film\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed: Science – Planet Earth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 10/7/19\_\_\_\_\_\_\_\_ Grad: 4th\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Understand the concepts behind the history of the earth |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Understand the overall concepts of the earth in order to understand own the earth is made up. |
| Knowledge of students background (personal, cultural, or community assets) | N/A |

**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. | **ESS1.C: The History of Planet Earth ♣ Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)** |

**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? |  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Core  Crust  Mantle |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | iPads, construction paper, crayons, markers |
| Materials needed by students for **this lesson**. | iPads, construction paper, crayons, markers |

**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 | **Introduction**: | Introduce the class by explaining the different layers of the earth. Play a brainpop in order to help them understand. |
| 25 | Instruction: | Break the class up into 3 different groups. Have the groups come up with an idea on how they can make their own video about each vocab word. Each group will have their own word to explain in the video.  There needs to be a visual representation of the layer of the earth as well as a description. Let the students be a creative as possible. Each video should be at least 30 seconds long and no more than 1 minute long. |
| 5 | **Closure:** | Watch all the videos as a closing activity. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | Students who receive intervention may work one-on-one with the interventionist for this project. They could make their own project to present to the class, or be a single part of a group project. That specific student could just be in charge of creating a certain line he or she will say. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | After explaining the assignment, I can show my students a visual of what I expect by making my own film about something similar. This project is hands on, audible, and visual. |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

|  |  |
| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>