

Lesson Plan Template

Lesson Segment Focus Weather in 2 geographic locations **Lesson** 3 of 5

Course & topic addressed Weather in Maynard, AR and London, England **Date** 10/26/2019 **Grade** 3

Student Outcomes

Specific learning objectives for this lesson.	TSW learn how to compare the weather for 2 places for the span of one month. They will compare the amount of sunny days, the temperatures and rainy days in each place.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have learned about London, England in a previous lesson. They have located the place on a map, discussed the cultures and landmarks of the area. They have also learned about the normal climate of the area. Students have worked on a spreadsheet application in a previous lesson.
Knowledge of students background (personal, cultural, or community assets)	Many students have not traveled out of the state. They all speak English as their first language.

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.	<p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled picture graphs and scaled bar graphs. (3-LS4-3)</p> <p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p>
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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?	Children will be able to use their social studies vocabulary flashcards. They will also be able to use their social studies notebooks that include the data and characteristics for the areas studied.
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What will you do to provide varying supports for students at different levels of academic language development?	Children will (upon request) have access to an online glossary that will say the vocabulary word and define it aloud.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Climate-temperature-precipitation-pictograph-bar graph-geographical location
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Materials

Materials needed by teacher for this lesson.	Prepared spread sheet, websites for climate information
Materials needed by students for this lesson.	Collected information, vocabulary flashcards, websites given by teacher, chromebooks with spreadsheet application installed.

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	<u>Introduction:</u> TTW explain behavior expectations as students work on their projects in group.	TTW distribute materials and pull up websites for children. TSW gather materials and get into preassigned groups.
20	<u>Instruction:</u> Compilation of information	TSW start to compile information about London, England for the month of May. TSW find the high temperature, number of sunny days and number of rainy days. The students will compile the same information for Maynard, AR.
20	Creation of spreadsheet	TTW demonstrate how to plug in the information into the first spreadsheet. TSW follow along. Next, TSW input information into the other spreadsheets and make a comparison sheet. TTW be available to students for questions.
5	<u>Closure:</u> Presentation of information Print out for “brag wall”	TSW put up tech.

Accommodations/Modifications

How might I modify instruction for:	
Remediation?	
Intervention?	Within the groups, children are matched with a mentor student who can scaffold other students.
IEP/504?	Discuss project and get recommendations from the SPED teacher on 504.
LEP/ESL?	Websites available to translate English vocabulary words into native language.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Children can use text to speech technology for the vocabulary words. Teacher's aide will be available for one-on-one assistance with the spreadsheet.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Gathering information on Maynard
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Gathering information on London
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Comparison of 2 areas

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>