

Name Georgia Brewer

## Lesson Plan Template

Lesson Segment Focus Engineering, Technology, and Applications of Science  
5 of 5

Lesson

Course & topic addressed Possible Solutions  
Grade 6

Date 11/12/19

### Student Outcomes

Specific learning objectives for this lesson.	The students will be able to demonstrate recognition of problems and solutions. Students will also demonstrate understanding of the modification of solutions.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will build upon the student's prior knowledge of solutions and problem solving as well as their reading comprehension skills.
Knowledge of students background (personal, cultural, or community assets)	

### 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.	<b>ETS1.B: Developing Possible Solutions</b> <input type="checkbox"/> <b>A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.</b> <b>(6-ETS1-4)</b>
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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?	Word wall with academic words from the e-book and previous lessons  Have them work together in groups so that they can peer tutor
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Solutions</b> <b>Modify/modifications</b> <b>Problems</b>
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## Materials

Materials needed by teacher for this lesson.	E-book powerpoint already prepared , class set of i-pads to download powerpoints on for students
Materials needed by students for this lesson.	Pencil and paper

## 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.
10 min	<b><u>Introduction:</u></b>	Greet the class as they enter and have them get into their pre-assigned groups. We will review definitions and concepts associated with the lesson. Example: Problems and Solutions
30 min	<b><u>Instruction:</u></b>	Have the students read through the e-book in small groups and answer the short questions at the end. When they are finished we will have the students reread the book following along with me up on the smartboard. After stressing some key points as we read through the book I will give them a moment to briefly discuss with their groups and adjust their answers before turning them in for collection.
10 min	<b><u>Closure:</u></b>	We answer the questions together as a class.

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.
30 min	Group Reading Activity	Walking around , keeping everyone on task , displaying the word wall on the board with definitions , and answering questions as needed

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Remediation : Doing the reading activity as a class using a whole-group instructional method.
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Offering a audio version of the e-book as well or powerpoint with both visual and audio
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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 checked="" type="checkbox"/> Summative	Student answer sheets collected at the end of the lesson
	<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>