

Lesson Plan

Learning Segment Focus: Natural Hazards Lesson: 1 of 1

Course & topic addressed: Science, Natural Hazards Date: 12/4/2020 Grade: 4

Student Outcomes

Specific learning objectives for this lesson.	Students will watch a video that I have created and complete a worksheet about two of the natural hazards based on what they see in the video. (Earthquake and tornado)
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will use prior lessons and information from previous grades. Students have learned about each natural hazard such as earthquakes, tsunamis, volcanic eruptions, and tornados.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	This is a lesson that all of the students will relate to. These students are all currently living in Arkansas which means they have seen/heard about the damage from tornados and are familiar with earthquakes.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	ESS3.B: Natural Hazards - A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Hazards Natural Earthquakes Tornados Impacts
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Academic Language Support

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) ?	Using syntax and discourse, I will incorporate the key vocabulary into the lesson. I will reference back to these words when needed and to keep reiterating them to the students.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Jar, Water, Soap, container, Jell-O, toothpicks, mini marshmallows, Phone/Computer, worksheet
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computers, Worksheet, pencil, headphones

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)
5 minutes	<u>Introduction:</u>	<ul style="list-style-type: none"> -I will have the students get their computers. -I will pass out the worksheet that students will be completing. -I will ask the students about the natural disasters that we have previously learned to recall the information learned.
15-20 minutes	<u>Instruction:</u>	<ul style="list-style-type: none"> -Students will log onto their computers and view the video I created. -The video is about 3-5 minutes long -After the students have finished watching the video, the students are required to finish the worksheet. (provided at the bottom of the lesson plan) -I will be walking around the room helping the students with any questions they may have. -Students will put their computers up.
10 minutes	<u>Closure:</u>	<ul style="list-style-type: none"> -Students will get together in small groups of 3-4 and will compare the answers they got on the worksheet. -After the students compare worksheets, we will gather back together, and we will discuss how they liked watching a video and answering questions regarding it.

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>If students need any special accommodations, I will have them work with a partner to answer the questions. I will also be walking around the room if the students need any help.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,</p>	<p>The video is an excellent way for students to learn because it is a visual, shows hands-on, and gives information. Students will also be communicating</p>
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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.)	with each other for closure which will help the students if they were stuck on a question or didn't quite understand.
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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 / XXX Summative	Watch to see how well the students contribute and work together.
	XXX Formative / <input type="checkbox"/> Summative	The worksheet will be graded based on the responses the students give.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	N/A

Research/Theory

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 theories and/or research.	N/A
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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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<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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Click [here](#) for worksheet.