Name: Hailey Hicks

Lesson Plan

Learning Segment Focus: Rainfall in Different Cities and States **Lesson 1 of 1**

Course & topic addressed: Science, Weather **Date: November 4, 2020** **Grade: 4**

Student Outcomes

Specific learning **objectives** for this lesson.	Students will be able to analyze and compare different rainfall in different areas and states.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will use prior lessons and information from previous grades.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	This is a lesson that affects all students. It rains everywhere and allows for a comparison which all students have had experience with. It uses many different places and communities that students may have background to. I can also lead a discussion based on some of the places where my students have been and the rain they have seen.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	ESS2.D: Weather and Climate ♣ Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Compare** **Measurement** **Climate** **Patterns** **Predictions**

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 them on the students mind.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computers, data sheets, Microsoft excel, highlighters, station set ups
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computers, data sheets, Microsoft excel, highlighters

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)
10 minutes	**Introduction**: Students will receive all information and get out their computers.	I will pass out all data and information needed. I will also send them all the excel spreadsheet that we will be working with.
50 minutes	**Instruction:** Students will use the class discussion to highlight and use any information that may need to get their work started. They will then get their two cities that they need to gather data from. Students will gather their data and share it with the group. They will then need to update their spreadsheets with all of the information given to them. We will wrap it up by doing a self-assessment on how well each student did as a contributor to their group.	I will guide my students. I will first pair them in groups and give them each two different cities from three different states. They will rotate and learn about the rainfall seasonally and record their data. They will then come back with their base group and share the data they collected. I will be making sure students go where they need to and obtain the information that will best fit their groups. I will also pass out and collect the self-assessments.
10 minutes	**Closure:** Students will fill out an exit slip. This will be a group-assessment about how well their group members did and the effort the put in.	I will pass out and pick up the group-assessments.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation? Intervention? IEP/504? LEP/ESL?* (All students who have plans mandated by federal and state law.)	In order to modify, I will pair the students up together to work on their three states with two different cities. This will allow the group to get the full benefit and the student to get guidance. They will keep the same partner throughout the whole process. I could also shorten the assessments. I will also give them less states and cities so that they can focus on quality and not quantity.

Differentiation

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.)	**I will be providing highlighters and the templates needed. All the students have to do is find and fill in the information. The information will be given to students on paper and google classroom to allow them to access the version they prefer most.**

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).	X Formative /☐ Summative	Informally see how well the students contribute to the class discussion and the information they know.
	X Formative /☐ Summative	Students will perform a self-assessment on how well they took information to their group and distributed it.
	☐ Formative /X Summative	Students will fill out a group-assessment as an exit slip. This is to make sure everyone in their group did what they were supposed to do.

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.** | Cooperative learning is supported by David and Roger Johnson and Spencer Kagan. |

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