

# Lesson Plan Template

**Lesson Segment Focus: Weather**

**Course & topic addressed: Science**

**Date 10/18/18**

**Grade 3**

## Student Outcomes

Specific learning objectives for this lesson.	<b>Students will be able to predict what type of weather is coming and what that type of weather will produce.</b>
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	<b>The students will have background knowledge of weather types.</b>
Knowledge of students background (personal, cultural, or community assets)	<b>The students will make a connection with the cloud types and weather that is coming.</b>

## 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>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</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?	<b>The students will work in whole groups first, then in small groups, then individually for them to have plenty of practice and for me to properly assess their understanding.</b>
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Weather, Stratus, Altostratus, Cumulus, Stratocumulus, Cirrus, Altocumulus, Cirrocumulus</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Google draw, weather website, music for drawing
Materials needed by students for <b>this lesson.</b>	Pencils, paper, Chromebook, weather journals

## 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	<b><u>Introduction:</u></b>	We will start off by filling out our weather journal independently at our seats.
30	<b><u>Instruction:</u></b>	We will then talk about weather and what we already know, then we will ask questions such as “How do tornados form?” “How do weather men know when bad storms are coming?” “Why does a rainbow appear?” We will then put what we know and dig deeper to figure out how it all happens. We will find information in our textbook and on the weather website.
5	<b><u>Closure:</u></b>	To end the lesson, we will go on google draw and draw our favorite or not so favorite type of weather.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	<b>I will make any accommodations and modifications needed.</b>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I will be sure to teach using all the learning styles, so I can reach every student.</b>
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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 type="checkbox"/> Summative	
	<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>

