

Lesson Plan

Learning Segment Focus: Bodies of Water

Lesson: 1 of 3

Course & topic addressed: Science: Roles of Water on Earth's Surface **Date:** 3/12/2020 **Grade :** 2

Student Outcomes

Specific learning objectives for this lesson.	Students will understand the main bodies of waters on Earth's surface. Students will create models to represent the different bodies of water.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	-Students have prior knowledge of the water cycle, and will expand on this to understand how water ends up in different places on Earth's surface -Students already understand that water comes in different forms.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	-Since the school is located in a rural area, students are already familiar with most bodies of water, such as lakes, ponds, and rivers.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Earth's Systems: Processes that Shape the Earth 2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	River Ocean Pond Lake Liquid Expand
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Academic Language Support

<p>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?</p> <p>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)?</p>	<p>-A word wall will be available for students to look at. As we go over new vocabulary, we will define it together and put it on the wall.</p> <p>-The flash cards made will be given back to the students and they will be able to refer back to them in later lessons.</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>-BrainPop App -Plain paper for each student -markers (enough for each table to have one pack) -Ipads for each student -Scissors</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Ipads</p>

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)
<p>10 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Students will discuss the different bodies of water and where they are found. 	<p>Teacher will start the lesson by showing the four main bodies of water that will be explored: lakes, ponds, rivers, and oceans.</p> <p>The students will brainstorm and discuss what the bodies of water have in common and where they have seen them before.</p>

<p>40 minutes</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Teacher will explain the project and show the students how to fold the paper and make sure materials are passed out (10 mins) • Students will cut out paper and research the four bodies of water on their Ipads (10 mins) • Students will take their research and construct “flash cards” with a drawing on one side and 3 or more facts on the other side (20 mins) 	<p>Teacher will tell the class about the project: the students will be folding their paper into 4 squares by folding “hot dog and hamburger” style. They will then use Brainpop to research the four bodies of water and model it on their paper.</p> <p>Each student will receive a piece of plain paper that they will fold. With their Ipads, they will individually get on BrainPop and find the bodies of water under the Science category. While the students are researching, the teacher should go around and make sure the students are not off topic in discussion or on the app.</p> <p>Students will cut their papers where they folded them, creating 4 cut out squares. On one side of the square, they will draw a model of the body of water. On the other side, they should write out at least 3 facts they find on the app.</p>
<p>10 minutes</p>	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Come back together as a class and discuss the facts the students found • Clean up work spaces 	<p>Teacher will refocus the class’ attention to the front and ask them to share interesting facts they found. They can also use this opportunity to show off their pictures.</p> <p>The students should individually clean their areas and put up Ipads.</p>

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>	<ul style="list-style-type: none"> • Remediation: I will look for specific student remediation before presenting the lesson so I am prepared. If needed, a student can work one-on-one with me on the project. • Intervention: Any student needing reading help can sound the text out loud or come to me with concerns. • IEP/504: I will follow IEP and 504 guidelines in my lesson planning and instruction • LEP/ESL: If attempts to help the student understand fail, I can create instructions in the language needed. I can also use google translate
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Differentiation

<p>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.)</p>	<p>-BrainPop gives video, spoken, and written explanations of the bodies of water -Students will receive explicit spoken instruction as well as a teacher model to follow.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will turn in their “flash cards” in a zip lock bag, and the teacher will access that the instructions were followed using a rubric</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>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.</p>	<p>-Flash cards help students memorize and retain information better</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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