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Lesson Plan

Learning Segment Focus: **Natural Phenomenon**   **Lesson:**   2   **of. 3**

Course & topic addressed: Science: Earth's Systems   **Date:**   3/12/2020   **Grade:** 2

Student Outcomes

Specific learning **objectives** for this lesson.	Students will perform research to independently learn about natural phenomenon and how it shapes the earth. Students will understand that some events in nature occur slowly, while others occur rapidly.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have knowledge of what these natural events are from previous lessons as well as their life experiences. They have used graphic organizers in other lessons and are familiar with this process.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	-Students have experienced some of the natural phenomenon discussed in the communities. When learning about events they are unfamiliar with, they will also learn about the areas these events occur.

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: Process that Shape the Earth** **2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Explosion Hurricane Tornado Thunderstorm Erosion Phenomenon

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)?**	-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.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	- 5 posters for each group - 5 sets of markers - Printed off papers for each natural event with QR codes on them - Ipads - Graphic organizers for each group - App used: QR Code Generator and Creator - Photos /videos come from https://www.nationalgeographic.com/environment/natural-disasters-weather/ - Information from https://www.weatherwizkids.com/?page_id=91, https://www.cnn.com/2019/07/12/us/how-to-prepare-for-natural-disasters-trnd/index.html
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	N/A

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 have a brainstorming session over natural Earth events	Teacher will start the lesson my asking students examples of natural Earth events (if students do not understand, the teacher should prompt the discussion). Students should list off examples such as tornados, thunderstorms, hurricanes, rock erosion, etc. As the students give examples, the teacher should categorize them on the board as slow or fast processes.

60 minutes	**Instruction:** • Students will be separated into 5 groups of 4, and each group will be assigned a natural event and go to that station. (5 mins) • Using QR codes, students will conduct research and fill out a graphic organizer (30mins) • Students will use their graphic organizer to create posters that represent their assigned phenomenon. (25 mins)	The teacher will separate the class into 5 groups of 4. Each group will go to an assigned table that will have the name of the natural event they are researching. These topics will be tornados, thunderstorms, hurricanes, flooding, and volcanic eruptions. At the stations, the teacher should already have papers with prepared QR codes (using App QR Code Generator & Creator). After using iPads to scan the QR code , the students will be taken to websites that will help them fill out graphic organizers. The graphic organizers will cover what the natural event is, why/how it occurs, picture/video examples, and how it effects humans. They will take a stance as a group on if the event is slow or fast process. After filling out the graphic organizers, the teacher should pass out poster boards and markers and instruct the students to use their graphic organizers to create a visual representation. This poster should include the text from the graphic organizer as well as a picture example.
20 mins	**Closure:** • Groups will briefly present their posters to the class • Students and Teacher will clean up.	Each group should spend a few minutes going in from of the class and presenting their posters. The class will discuss with each group if they agree with their stance on a slow or fast process. (Each member of the group should discuss at least one element of the poster) Students will turn in their posters and graphic organizers. Each group is responsible for cleaning up their own station.

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.)	• 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

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.)	**-Each instruction that the groups receive will have QR codes that cover text, visual, and application examples. This will ensure that students of different learning techniques needs are met.** **-There can be printed out papers for students that need to highlight and/or color code the information**

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	Graphic organizers will be assessed by the teacher to ensure the students have visited each website and understand the assignment.
	x Formative /☐ Summative	The posters will be assessed with a rubric for directions followed and creativity.
	☐ Formative / x Summative	Each group will be assessed when they present their posters by making sure each student had a part in presenting.

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.**	-Research shows that modeling information with pictures helps retention -The students will work on their oral presentation skills

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;
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https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;
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