

Name Hayley Capps

Lesson Plan

Learning Segment Focus Newton's Laws of Motion **Lesson** 3 **of** 3

Course & topic addressed Kindergarten Science **Date** 2/4/20 **Grade** K

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the third law of motion created by Isaac Newton.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students know there is something that makes a ball bounce or a car go, therefore learning the specific science behind the movement is the next step in their learning process.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students do not all learn at the same rate. Therefore, we will go over the material more than once as a class and then go over individually if needed. Parents/Guardians don't always check on their child at home of how they are doing in school.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Newton's 3rd Law of Motion • Push • Pull • Force • Speed • Direction
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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>For each subject, there will be a word wall that is updated by the students on a weekly basis. The students will collaborate to decide which words they had the most trouble remember during the week.</p> <p>At the end of the lesson, each student will work individually to see how much he/she learned and retained.</p> <p>During group work, students will specifically be placed with others who will work together and help the others who tend to have trouble comprehending.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> • Toy car • Newton's 3rd Law worksheet • Any hardback book • Pencil • Chair
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> • Toy car • Newton’s 3rd Law worksheet • Any hardback book • Pencil • Chair
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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	<p><u>Introduction:</u></p> <p>Review (5 minutes)</p> <p>Demonstration (5 minutes)</p>	<ul style="list-style-type: none"> • Teacher will begin reviewing the first and second laws of motion asking the students what they remember from previous lessons. • Teacher will demonstrate the next lesson by rolling a toy car forward demonstrating a push and pulling a chair towards her demonstrating a pull.
	<p><u>Instruction:</u></p>	<ul style="list-style-type: none"> •
	<p><u>Closure:</u></p>	

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p><i>Remediation?</i></p> <p><i>Intervention?</i></p> <p><i>IEP/504?</i></p>	<p>.</p>
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LEP/ESL? (All students who have plans mandated by federal and state law.)	
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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.)	
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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

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.	
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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>;
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