

Name \_\_\_\_\_ Hailey Schue \_\_\_\_\_

## Lesson Plan Template

Lesson Segment Focus \_\_\_\_\_ Science \_\_\_\_\_ Lesson 1 of 2

Course & topic addressed \_\_\_\_\_ Weather/Water/Clouds \_\_\_\_\_ Date 4/20/19 Grade 2

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to understand the different kinds of matter and how that is incorporated into our weather and clouds. They will begin to set a strong basis for a strong understanding of how our weather system works and what different types of clouds look like and mean to us.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students live everyday seeing weather. It's in our daily lives, it affects our daily lives and its a part of our life, it is important! Every student has some experience with weather so they can then connect whatever real life experiences they may have to this lesson and begin to understand it a little more in depth.
Knowledge of students background (personal, cultural, or community assets)	Weather is the same everywhere! Even though some areas have more different weather than others sunny weather in California is the same sunny weather in Missouri. Students will be able to use this knowledge that may unknowingly have developed in this lesson today.

### State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number &amp; text of the standard.</p>	<p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>▪ Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) <ul style="list-style-type: none"> <li>• <ul style="list-style-type: none"> <li>▪ Different properties are suited to different purposes. (2-PS1-2, 2-PS1-3)</li> </ul> </li> </ul> </li> </ul> <p><b>2-ESS2-3</b></p> <p>Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>
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**Academic Language Support**

<p>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?</p>	<p>Giving definitions to new vocabulary words learned will help better the students understanding and will offer help to explain any word they may not know. I will also try to make connections from one word to another so they can make more connections. I will have complex vocal and simple vocal so everyone understands the majority but still can challenge all.</p>
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ol style="list-style-type: none"> <li>1. <b>Stratus Clouds</b></li> <li>2. <b>Nimbus Clouds</b></li> <li>3. <b>Weather</b></li> <li>4. <b>Clouds</b></li> <li>5. <b>Cirrus Clouds</b></li> <li>6. <b>Cumulus Clouds</b></li> </ol>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	<ol style="list-style-type: none"> <li>1. Padlet</li> <li>2. Handouts for students</li> </ol>
Materials needed by students for <b>this lesson.</b>	<ol style="list-style-type: none"> <li>1. Something to write with</li> <li>2. Computer</li> </ol>

### 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.
10 minutes	<b>Introduction:</b> Introduce cloud and weather and water concept	Ask the students what they know about clouds. What they know about weather. Create a discussion amongst the class based off of what they say. Then explain what weather is and what clouds are. Then explain how water is tied into each of those concepts.

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.
30 minutes	<p><b><u>Instruction:</u></b></p> <p>Discuss and explain guided note activity</p>	<p>Explain that there will be a padlet that we will be going over with guided notes. Ask them to get out something to write with so that they can follow along with the guided notes and complete them as we go. Open up the padlet and go through it reading it, but also explaining the information not show. Make connections between the new words. Explain the new words with very simple words so it is easier on the kids to understand their definition. After you finish the presentation, ask the students if they have any questions about it. Answer any questions they may have. Then go on to explain the follow up activity after. They each must grab their assigned computer, then go onto our padlet and answer the presentation on the same board by answering these two questions. (1) what is your favorite type of weather? (2) Why is it your favorite type of weather? Make sure you mention they may use their guided notes for help. This will be give them an opportunity to tie it to something personal in their life making it more memorable.</p>
5 minutes	<p><b><u>Closure:</u></b></p> <p>Wrap up</p>	<p>Once the students are down, instruct them to put their computers back. Turn in their guided notes and to sit back in their assigned seats. Once that is done, again ask if they are any questions and answer any they may have. Get ready for next activity.</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.I could simplify vocabulary, show more pictures and less words and offer my assistance to explain more in depth or to make more connections if necessary.</p>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	There is a visual tied with each of the words. There are guided notes that require you to write down the information and there is an assignment to tie personal experience with the lesson. These repetitive actions all will contribute to helping to students remember easily and making sure that they reach all different types of learners.
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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>