

Name Katie Anderson

## Lesson Plan

**Learning Segment Focus** Natural Disasters **Lesson** 2 **of** 2

**Course & topic addressed** Science **Date** 4/15/2020 **Grade** 6th

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will determine which natural disaster has the most impact on people and the Earth.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	We studied about each type of natural disaster in the previous lesson, so students have knowledge on each type.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	A few of my students have been through natural disasters in their hometowns so they will be able to contribute their personal experiences to the collection of data.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	6-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Tornadoes, hurricanes, earthquakes, wildfires, floods, droughts
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	I will have a word wall with each natural disaster and its definition on the wall. I will also provide a picture for each one under the word and definition. The words will be in English and Spanish.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, pen, paper, Padlet, Google Doc
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computer, pen/pencil, paper, Padlet, Google Doc, journals

**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><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Introduce Jigsaw model of teaching.</li> </ul>	<p>I have thoroughly prepared for the lesson so I will begin by explaining how Jigsaw will work and what the students will do. I will also give each student a number, and that will determine which home and expert groups they will be in. I will go over instructions for the lesson, but I also provided instructions on Padlet.</p>
	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Expert groups</li> <li>• Home groups</li> <li>• Debriefing</li> <li>• Group processing</li> </ul>	<p>I will put students into their expert groups. There are six expert groups, one for each type of natural disaster. Each group is going to collect data about their natural disaster. This data will consist of when did the worst disaster (of that specific type) occur, where that type of disaster mainly occurs, how the motions and complex interactions of air masses results in changes in weather conditions for that specific type of disaster. Once the expert groups have their information on their assigned disaster, they will move into their home groups. (Home groups and expert groups will be posted on Padlet and in the classroom on the door.) Each group will be using Padlet to access information on their assigned disaster. (The Internet is available also if needed.) There will be a Google Doc on Padlet to be used by each group to fill in information about each natural disaster. Once the information is filled in, students will move back to their original seats, and we will debrief about the Jigsaw process with the whole class and talk about which natural disaster has the most impact on people and the environment. The students will then discuss with a partner about how they think the Jigsaw process went (what went well and what could be improved for next time).</p>

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><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Individual accountability</li> </ul>	<p>For individual accountability, I will have students write a short journal entry to show what they learned. Each student will only be required to write about the natural disaster that their group studied being that we have learned about all the natural disasters in the previous lesson. I will also ask students to include any personal experiences if they have any.</p>

**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>	<p>For my ESL students, I will put them in a group with students that can speak English clearly.                  I will also have a word wall with the English and Spanish words for each type of disaster.                  For my dysgraphia students, there will be no writing for this lesson. They will only be typing out the information and their journal entry. Instructions will be given both verbally and typed on Padlet.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>There will be pictures on the walls to look at.                  I will also be walking around from group to group to make sure everyone is on the right track and offering help when needed.                  Instructions will be given both verbally and typed on Padlet.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Journal entry
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;  
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