

Name Katie Anderson

## Lesson Plan

**Learning Segment Focus:** Community Reactions **Lesson** 1 **of** 1

**Course & topic addressed** Social Studies, Natural Disasters **Date** 3/11/20 **Grade** 6th

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will be grouped together and asked to create a video using Clips that describes the cooperation within a community after a disaster that they were assigned to.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students should have an understanding of natural disasters and the destruction that they can cause. This lesson should give them a little insight on how the communities have come together in the past to help recover from such tragedies.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Most everyone has seen or heard about disasters striking and leaving behind a trail of destruction. Students should be able to relate to this task, because of something they may have witnessed or heard about.

### 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).	G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Natural Disasters, Relief, Community, Human Made Disasters
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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> ?	Students will collaborate with each other to research an assigned community and then they will collaborate and deliver a report on said community. Students will use the key vocabulary within their videos, so I know they are understanding the main points of the lesson.
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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, Google Classroom, Required textbook
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	IPAD, Access to Google Classroom, Required Textbook, Webcam

**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)
5 Minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Brief introduction</li> <li>• Instructions presented</li> </ul>	<ul style="list-style-type: none"> <li>• I will be presenting the instructions and assigning groups during this time.</li> <li>• Students will learn their groups as well as how to upload their video onto Google Classroom.</li> </ul>
50 Minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Exploration time for students</li> <li>• Video making</li> <li>• Teacher as a facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Students will spend this time doing their research on how the communities reacted after their given disaster.</li> <li>• I will be working from group to group assisting them with any concerns or questions that they may have.</li> <li>• Students will be making their video during this stage and preparing to upload them to Google Classroom</li> </ul>
5 Minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Closing statements by teacher</li> <li>• Checking progress of students at this point.</li> <li>• Uploading videos for students at this point</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be uploading their videos at this time and addressing any issues they are having with me.</li> <li>• I will be addressing said issues and ensuring students are uploading videos.</li> </ul>

**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>.I could give them the option of writing a standard research paper on the topic or have them turn in the research that they found.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit</p>	<p>The video app will give students the opportunity to work on their speaking skills. They will also have access to the rest of the class’s videos through Google</p>
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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.)	Classroom. This will give them extra practice and more exposure to other examples.
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**Assessments: Formative and/or Summative**

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 & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will be checking progress and understanding of students as they move through the assignment.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The video will be an assessment
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

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> .	This method is heavily supported by the Group Investigation method. Students will be grouped and tasked with their own community to research. This method is validated by Herbert Thelen
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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>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
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