

# Natural Disasters

Lesson Segment Focus: Natural Disasters

Lesson 1 of 5

Course &amp; topic addressed Social Studies: Changing Spatial Patterns

Date 12/2/2019

Grade 3

## Student Outcomes

Specific learning objectives for this lesson.	Students will learn the difference between the different natural disasters, how they affect us and what they can do to help stay safe.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This will be the first lesson of several, so I will just do an overall assessment to see who all understands any of the natural disasters.
Knowledge of students background (personal, cultural, or community assets)	They understand that people live in different places all over the world and each country/continent deals with their own positive and negative situations.

## State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	G.11.3.2 Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically) D2.Geo.12.3-5
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## Academic Language Support

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?	Do a vocabulary worksheet and discuss the terms before the lesson begins.
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>tornado, earthquake, landslide, flood, avalanche, forest fire, volcano, hurricane</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	
Materials needed by students for <b>this lesson.</b>	

## 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.
5	<b><u>Introduction:</u></b> Divide everyone into 8 groups.	I will explain the rules of what we are about to do as everyone gets in their groups.
25	<b><u>Instruction:</u></b>  Everyone will conduct their research for their project and get it all on their padlet.	After explaining and get everyone settled, I will be at my desk working while they conduct their research, but be available for questions. Then I will let them know when they have 5 minutes left, so they can finish their last minutes touches.
10	<b><u>Closure:</u></b> This will be just to gain some knowledge of what each natural disaster is. This is all meant for fun knowledge.	The groups will take turns presenting their research about their natural disaster.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	If there is a student who is struggling as far as just remediation or an ESL student, I would make sure and put them with a good group where a couple of them can help them out along the way.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would should them an example of one of my padlets before they started.
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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>