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Lesson Plan Template

Lesson Segment Focus Earth's Systems Lesson 2 of 2

Course & topic addressed Science: Environmental Impacts Date 3/10/19 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	Students will analyze scientific ideas that communities use to protect the Earth's resources and environments. Students will apply this information to write a paragraph explaining the ways an individual community uses science ideas to protect the Earth's resources and environment.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned about human impacts on Earth's resources and environment. This lesson expands upon that knowledge by making the students do research into how communities are taking steps to protect the Earth.
Knowledge of students background (personal, cultural, or community assets)	

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.	5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
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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?	I would write the key vocabulary terms and definitions on the white board.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Environment, Impact, Earth's Resources
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Materials

Materials needed by teacher for this lesson.	iPad QR Code – Reader & QR Creator App QR Code to guide students to research IQU handout to guide student research
Materials needed by students for this lesson.	iPad QR Code – Reader & QR Creator App Copy of IQU handout

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 minutes	<u>Introduction:</u> Refresher	I will ask the students what they remember about human impacts on the Earth and how those impacts are affecting the Earth. I will write their responses on the white board.
40 minutes	<u>Instruction:</u> QR Code to find reading Read around the Text Strategy IQU Discussion	I will project the QR code onto the projector through my Apple TV. As I am getting the projector ready, I will explain to the students that we are reading an article about communities who are using scientific ideas to protect the Earth's resources and environment. Then, the students will take out their iPads and use the QR Code – Reader & QR Creator App to scan the code. They will read the article that it takes them to, and use the Read Around the Text strategy. The handout that I passed out will guide them through the strategy so that they can take notes using the IQU strategy (Interesting, Question, Useful). After they have finished taking notes, we will have a discussion about what information they found interesting, what information they had questions about, and what information they found useful.

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 minutes	Closure: Exit Slip	Students will fill out an exit slip answering the question: What is one community that used a scientific idea to protect the Earth's resources and environment? What actions were they taking?

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would make an in-depth note taking guide to scaffold students in the notetaking process.
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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 make an in-depth note taking guide to scaffold ELL students in the notetaking process.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit slip to assess how much students retained from the lesson.
	<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>