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## Lesson Plan Template

Lesson Segment Focus Interactions of Earth's Four Spheres

Lesson 2 of 5

Course & topic addressed Science

Date January 26, 2019 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	That students will learn how the main characteristics of geosphere, biosphere, hydrosphere, and atmosphere interact with each other.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Previous lessons have discussed main characteristics of the four spheres.
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-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
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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 will include a word wall posted in the classroom to help students remember key terms used in this unit.
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### Key Vocabulary

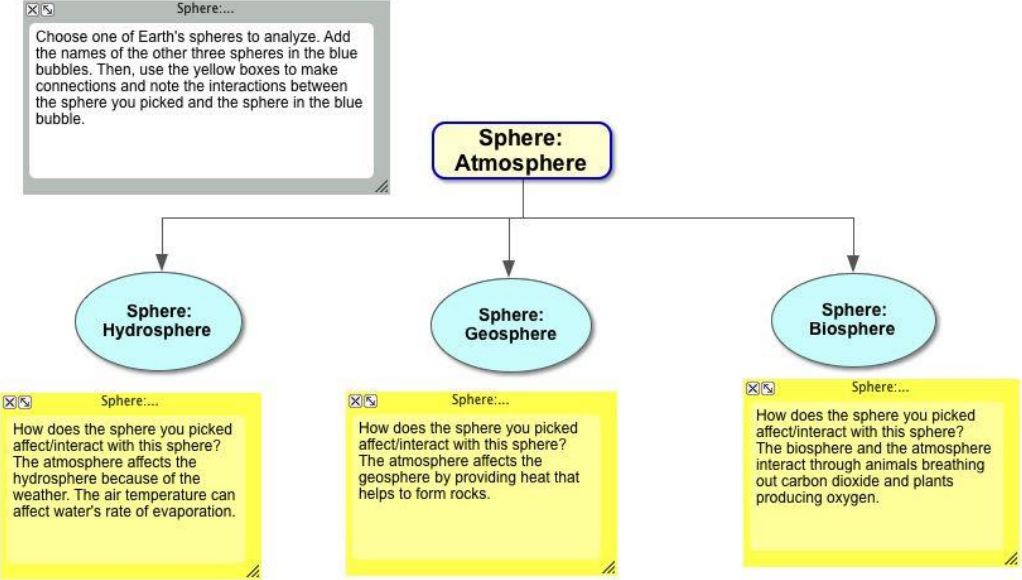
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Geosphere, Biosphere, Hydrosphere, Atmosphere</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Video <a href="https://www.youtube.com/watch?v=HurK-1rrdb8">https://www.youtube.com/watch?v=HurK-1rrdb8</a> Handout for students to fill in about their sphere and its interactions.
Materials needed by students for <b>this lesson.</b>	Pencil Laptop/iPad to use for research

## 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	<b><u>Introduction:</u></b> Video & Discussion of what we already know.	I will settle the class and begin the brief video about the four spheres. When it is finished, I will ask the students to recall our previous lessons about the four spheres and what we already know about each sphere. As students are giving information, I will write what they say on the board in the front of the class.
30 minutes	<b><u>Instruction:</u></b> Students research and fill in handout.	I will pass out the handouts, and instruct the students to pick one of the four spheres, and fill in the chart to describe how that sphere interacts with the other three spheres. Students can use laptops or iPads to do research to aid them with filling in the handout. I will circle the room while they are researching and filling in their responses.

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.
		
15 minutes	<b>Closure:</b> Class discussion	As a class, we will discuss what each student found and talk about the interactions between Earth's four spheres.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</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?	<b>Word wall with vocabulary words written in English and any other native language of ELL students in the class.</b>
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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).	X Formative / <input type="checkbox"/> Summative	Handout to be turned in will be used as a formative assessment to see if students are understanding the main ideas of Earth's four spheres.
	<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>