

Name Karley DuBar

Lesson Plan Template

Lesson Segment Focus Wrapping up with an Infographic Lesson 5 of 5

Course & topic addressed Earth Science/Earth's Systems Date 2/2/19 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	To know each of earth's systems and what kinds of materials are in each system.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have talked about earth's systems and their materials all week. They will have done other projects and assignments to connect to their final project.
Knowledge of students background (personal, cultural, or community assets)	If the student has a gardening background, they will be more familiar with soil, sediments, solids, air, and water. All of these elements are simple things that students will know, they may just not know how to categorize them.

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.	<p>5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> ▪ Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>A word wall, I feel, is the best resource. The words are there any time students need a refresher on what something means. If the words were also there in Spanish, Chinese, Japanese, or whatever language need be, it would also assist those English language learners. Also, the students could help me build the word wall. Whether it be physically on the wall, or something we construct on a Google Doc (for example), if the students are participating they are also learning those key vocabulary words as they go!</p>
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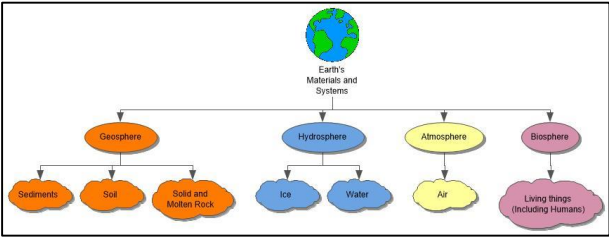
Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Earth's Systems Geosphere Biosphere Hydrosphere Atmosphere Interactions Ecosystems Climate
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Materials

Materials needed by teacher for this lesson.	N/A
Materials needed by students for this lesson.	At least someone in each group will need a computer or tablet to complete the infographic.

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.
	<u>Introduction:</u>	<p>Student's will get a diagram with each of earth's systems and materials. If students have forgotten from the previous lessons it will just be used as a guide. This will help students know some basic things that should be included in the infographic. Students will then choose if they want to work on the project individually or with a partner.</p> 

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.
	<u>Instruction:</u>	<p>Students will be asked to create an infographic on whichever Earth System they choose. The infographic should be very detailed, and contain each part of the System they choose. It should be colorful, attention grabbing, and well thought out. The infographic should have at least 4-6 slides containing pictures, with little text. This will be done in one class period, so working efficiently will be very important.</p> <p>When presenting it, students will elaborate on the information they put on each slide.</p>
	<u>Closure:</u>	Students will present their infographic, and their peers will assess the presentation to give feedback.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Students who need remediation or intervention could possibly do this project as a small group, with my assistance.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will create a word wall, with all of the key vocabulary in whichever languages best fit the students in my classroom. If available, I will include cognates to ensure students have the best learning outcomes.</p>
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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>