

Name\_\_ Karley DuBar\_\_\_\_\_

## Lesson Plan Template

Lesson Segment Focus\_ Engaging Activity to Air Pressure\_\_\_\_\_ Lesson \_\_\_\_1\_\_\_\_ of \_\_\_\_5\_\_\_\_

Course & topic addressed \_\_Air Pressure and Engineering\_\_ Date \_\_2-3-19\_\_\_\_ Grade \_\_5th\_\_\_\_

### Student Outcomes

Specific learning objectives for this lesson.	Students will dive into Air Pressure and form or expand on their problem solving skills.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Air Pressure is connected to weather and climate, so students have already been introduced to the term in previous units.
Knowledge of students background (personal, cultural, or community assets)	If students have any kind of problem solving or engineering background that may be more knowledgeable about the task.

### 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.	<b>5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</b>  <b>5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</b>
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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?	Any terms students may not be familiar with; we will create some sort of word wall or document that is accessible to the whole classroom. This will include the vocabulary words in students first language, to help understand the content of the lesson.
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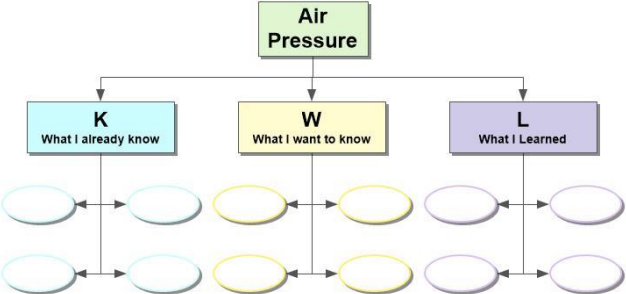
### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students will need to pay attention to key words in the problem to be able to solve the problem. Words like: plastic and sticks. Since this is an engaging introductory activity, specific key vocabulary has not been introduced yet.
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## Materials

Materials needed by teacher for this lesson.	Trash Can Plastic trash bags WITH strings KWL Chart
Materials needed by students for this lesson.	KWL Chart

## 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.
	<b>Introduction:</b>	Students will come into the classroom with the trash can up on the desk. The trashcan is just a model, and to get students thinking about what we will be doing in class. After students come in, without prompting from me, I will give them their handout with their task. I will also give them a KWL chart to fill in about Air Pressure and their task. The KWL chart will assist their learning and thought processes.
	<b>Instruction:</b>	<p>Task: “In some garbage bags used at home the plastic bag often “sticks” to the side of the container rendering it difficult to remove the bag. Often just pulling on the strings of the bag will result in tearing the strings and entirely out of the bag.</p> <ol style="list-style-type: none"> <li>1. Develop an explanation of why the phenomenon occurs!</li> <li>2. Design a simple solution to resolve the problem.”</li> </ol> <p>Students will work within a small group to work on their task and fill in parts of the KWL chart.</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.
		<div data-bbox="850 240 1795 544" data-label="Diagram"> </div> <p data-bbox="808 625 1543 657">**Example of what, as the teacher, I would expect from my students!</p>
	<b>Closure:</b>	After I feel like they have come to good conclusions on their own, we will take the time to fill in the L (Learn) part of their KWL chart.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	N/A It is just an engaging beginning activity, no instruction.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	N/A It is just an engaging beginning activity, no instruction.
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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>