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Lesson Plan Template

Lesson Segment Focus Constructing a Model Lesson 4/5 of 5

Course & topic addressed Earth's Materials and Systems Date 4-13-19 Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> • Students will be able to identify Earth's major systems. • Students will develop a model.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have already studied about Earth's Systems. Students will have the review book that we made previously on PowerPoint.
Knowledge of students background (personal, cultural, or community assets)	Students who have experienced any body of water –lakes, oceans, rivers-- will have real life experiences that they connect to. Also, most students have played in the dirt, or planted in soil.

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> <p>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)</p>
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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>	
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Key Vocabulary

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

Materials needed by teacher for this lesson.	Art Supplies: Pencils, Pens, Crayons, Markers, Paint, Paint Brushes, Glue, Construction Paper, Scissors, Poster Board, Tape
Materials needed by students for this lesson.	Their Earth's Systems and Materials review book.

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	<u>Introduction:</u>	<u>Day 1</u> Student's will get their Earth's Systems and Material review book that we made on PowerPoint. This will help them in constructing their model.
45	<u>Instruction:</u>	<u>Day 1</u> Student's will collect supplies and construct their models. They can work in groups, but each person must construct their own. They will have the whole class period to work. <u>Day 2</u> Students will continue working on their models. They will have approximately 15 minutes to wrap up their models.
35	<u>Closure:</u>	<u>Day 2</u> Students will present their models!

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students will be provided with the review book for information. Some students may also be able to just choose 1 or 2 Systems and model those, instead of all of them.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students are able to work together for peer support.
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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	This is a summative assessment. Students are constructing and creating a model of Earth's systems. This is a summative assessment because it is a final assessment of their knowledge.
	<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>