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## Lesson Plan Template

Lesson Segment Focus Types of Weather

Lesson 1 of 1

Course & topic addressed Weather and Climate

Date 4/14/19 Grade 6<sup>th</sup>

### Student Outcomes

|   |  |
|---|--|
| Specific learning objectives for this lesson.   | Students will differentiate the types of weather.<br>Students will determine why there are changes in weather and how to define that change. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | We have talked about weather before, this will just go a bit further as far as climate and air masses.                                       |
| Knowledge of students background (personal, cultural, or community assets)                  | Students have background knowledge of types of weather.  |

### State Academic Content Standards

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|--|---|
| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | <b>6-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</b> |
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### Academic Language Support

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| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?<br>What will you do to provide varying supports for students at different levels of academic language development? | The EBook will provide any clarification of vocabulary that they may need. |
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### Key Vocabulary

|   |   |
|---|---|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | <ul style="list-style-type: none"><li>• <b>Weather</b></li><li>• <b>Climate</b></li><li>• <b>Air Masses</b></li></ul> |
|---|---|

## Materials

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|--|--|
| Materials needed by teacher for <b>this lesson.</b>  | <ul style="list-style-type: none"> <li>• EBook printed and digital</li> <li>• Exit Slip</li> </ul> |
| Materials needed by students for <b>this lesson.</b> | <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Digital Devices</li> </ul>              |

## 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.   |
|----------------|---|--|
| 15 mins.       | <p><b><u>Introduction:</u></b><br/>Interactive Discussion</p> | <p>I will start by asking students to shout out the types of weather. We will talk about those for a few minutes and then I will transition into asking them about climate. I'm sure they won't be as familiar with climate so I will leave it at that, I am just trying to get them engaged and find out what they know and don't know. I will then ask them if anyone knows anything at all about air masses. I don't expect them to so we will only talk briefly about that.</p>  |
| 20 mins.       | <p><b><u>Instruction:</u></b><br/>Teacher Presentation</p>    | <p>Here I will present students the EBook that I created about weather and climate. I will show students that different types of weather that I have incorporated. I will show them the pictures and why the weather is constantly changing. They will know why it rains, why the sun shines, why it gets windy, why it snows, and why it gets cloudy. They will have pictures shown for examples and there will be definitions of climate and air masses. Students will be able to view it digitally because I will share it with them and they will also be able to pass the books around as well.</p> |
| 15 mins.       | <p><b><u>Closure:</u></b><br/>Exit Slip/Review</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.   |
|----------------|--------------------------------|--|
|                |                                | I will give students an exit slip where they will have to fill in definitions of what we talked about. They won't be able to use to EBook except at the end to check their work. I will take up their sheets as they are leaving my classroom at the end of the day. |

**Accommodations/Modifications**

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|--|---|
| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | Students with learning disabilities may use their EBook for the review/exit slip. |
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**Differentiation:**

|  |  |
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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | <b>There will be multiple ways that students can use the EBook. They will have access to it whenever they need it.</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). | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | Formative Assessment—Exit Slip |
|   | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative |                                |
|   | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative |                                |

**Research/Theory**

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| Identify theories or research that supports the approach you used. |  |
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**Lesson Reflection/Evaluation**

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|---|---------------------------------------|
| What went well?<br>What changes should be made?<br>How will I use assessment data for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
|---|---------------------------------------|

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>;  
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