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Lesson Plan Template

Lesson Segment Focus Earth's Systems

Lesson _____ of _____

Course & topic addressed Fifth Grade Science

Date 03/01/19 Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe the earth's systems and how they interact with one another.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know what the four earth's systems are.
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?	In order to assist students in understanding key academic language, I am going to have the four earth's systems and their definition on a handout for each of them. There will a few blanks in each definition and we will go through it together. They will be able to keep it and look back on it when/if necessary.
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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">• Geosphere• Biosphere• Hydrosphere• Atmosphere
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- Interaction

Materials

Materials needed by teacher for this lesson.	Handout Computer Camera Pen
Materials needed by students for this lesson.	Pencil iPads—Science Trivia App

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.
5-10 mins.	<u>Introduction:</u>	I will introduce the earth's systems and their meanings to students by passing out the handout. We will walk through just to see if anyone is familiar with the meanings at all. Students will fill out the handout with me and will be able to keep the sheet in their folders.
30 mins.	<u>Instruction:</u>	I will pull up Kahoot and students will go through a short participation quiz. They will be able to work together and it'll just be where they say the answer out loud rather than having to write it down and turn it in. The quiz will consist of the definitions we just learned and how the systems interact with one another. After this activity, students will go to the science trivia app. On the app, they will do the levels that involve the Earth's Systems. This is just another method for them to become familiar with the topic in a fun way.

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.
5-10 mins.	Closure:	To close, students will get with a partner and discuss the parts that they may still be struggling with or not finding complete understanding in. They will write these concerns down and I will take them up and review with them on the second day.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.For students with disabilities, I will already have their notes filled in and they will be able to work with a partner while doing the science trivia app.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure all student's needs are met, I will give the exact definition of each system just so everyone is clear of what everything means. Also, going over what they don't understand the next day is another way to ensure that needs are being met.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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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/i/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>