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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 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will understand types of weather along with more on climate and air masses.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have studied weather, just not to this extent.
Knowledge of students background (personal, cultural, or community assets)	Students need to know the basic different types of weather.

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.	6-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
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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 the iMovie, I have given definitions of the words so students will be able to write that down if they want (I will recommend) or they will have access to it whenever they need it.
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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">• Weather• Climate• Air Masses
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none">• Smart Board• iMovie• Exit Slip
Materials needed by students for this lesson.	<ul style="list-style-type: none">• Digital Device• Pencil if they want to take notes

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.
10 mins.	<u>Introduction:</u> Review	At the beginning of class we will talk about weather and what we have been learning about it. I will ask students to raise their hands and tell me anything they remember that we have been discussing.
30 mins.	<u>Instruction:</u> Watch the iMovie//Groups	I will put the iMovie on for students to watch. I will tell them to listen and pay very close attention because they will need to remember for later. Students will be encouraged to take notes so that they aren't zoned out the entire time the movie is playing. After the movie, students will be asked to move into groups with about 3 or 4 peers. They will be assigned to get out their digital devices and pick out one type of weather. They will create their own short iMovie over the one they chose and then when everyone is done, each group will collaborate to make a bigger version.
	<u>Closure:</u>	

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.	Exit Slip	Students will write down on a piece of paper that I give them one thing they learned today that they didn't know before, one thing they remembered, and one thing they still aren't sure about.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students will be working with peers that can assist them if they need to and I will be walking to every group if they need help from me.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	There will be the use of paper and digital devices.
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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

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:EsQcNWuG1Z0J: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>;
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