

Lesson Plan Model¹

Lesson Title/#: Weather/Lesson 2

Grade Level:3rd

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	For students to learn about different weather patterns and the regions that they typically occur.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	Weather & Climate: 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<ul style="list-style-type: none"> • For students to learn about different weather patterns and how meteorologists use the patterns to predict weather. • To understand how patterns form in weather and how important it is to know how to predict it.
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<ul style="list-style-type: none"> • They must understand the different types of weather, what is common in their area, and how weather patterns change depending on the season. • They must be able to identify different types of weather patterns.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch _5_ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>The teacher will begin by talking about the current weather outside, along with the season. Students will interact by identifying what type of weather is occurring.</p>
<p>Instruction _10_ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<ul style="list-style-type: none"> • The teacher will discuss the different types of weather patterns to make sure that students understand the difference. • Students should have a basic knowledge of seasons and different types of weather patterns. (especially in their region) • The class will then discuss what weather patterns typically occur in their area, like rain, snow, hot, cold, etc. • Ask students about their favorite weather and season. • Have students describe what a season is and list the seasons. • Students will fill in the Inspiration template with correct seasons and the average weather patterns and types of precipitation that occur during said season. • Walking around the classroom and observing participation while also helping students with and issues is essential.

and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

What will students do?

How will you determine if students are meeting the intended learning objectives?

Structured Practice and Application
30-45 Minutes

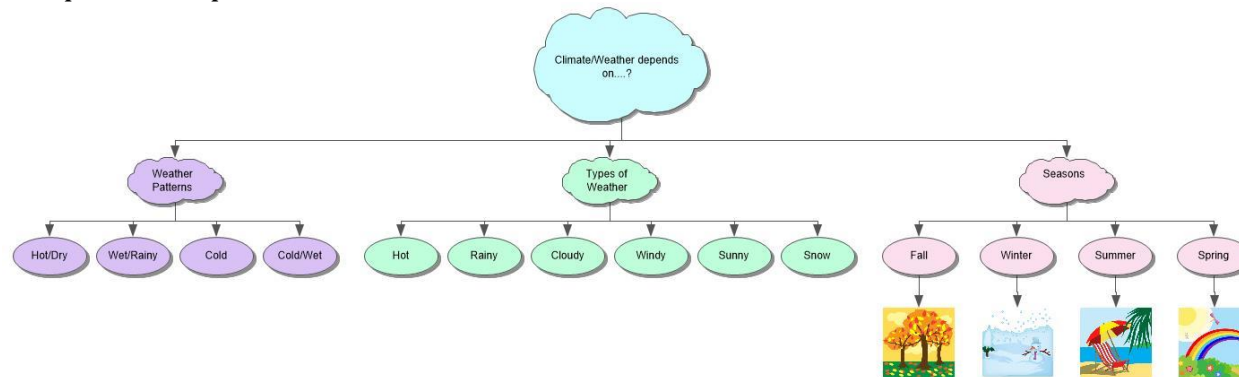
How will you give students the opportunity to practice so you can provide feedback?

How will students apply what they have learned?

How will you determine if students are meeting the intended learning objectives?

- When discussing weather patterns as a group, the teacher will allow students to answer questions as practice.
- Students should be able to move forward understand the different weather patterns, seasons, and how they affect their area.
- By completing the assigned task, students should be able to differentiate weather patterns and the seasons that they generally occur, therefore meeting the above standard.

Completed template:



<p>Closure <u>10</u> Minutes</p> <p>How will you end the lesson?</p>	<p>The lesson will end with a group discussion over the students answers in the fill in the blank template, making sure that each student properly understands the standard.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will work individually during the application process and then come together for group discussion at the end of the lesson. Every student is expected to participate, even if they are just adding on to another student's idea.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Students may not understand that weather is different in one place than another, during the introduction to the lesson, it may be a good idea to show students an interactive weather map so that they can see how weather changes depending on the region.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> • The teacher should have a completed lesson plan, a blank template printed out for students, and a completed template to use as an example if needed. • Computers are optional. • Students should have pencils, paper, and a computer if necessary.

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.