

Name: Kelsey Plunkett

Lesson Plan Template

Lesson Segment Focus Weather Patterns (Temperature differences)

Lesson 1 of 1

Course & topic addressed Science, Weather Patterns

Date 10/8/18 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the patterns in weather, how to compare the data gathered by using the Excel program, and that the weather does vary depending on location.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students do have somewhat of a prior knowledge of season change and their accompanying temperatures. Students will build on this knowledge by collecting and comparing data.
Knowledge of students background (personal, cultural, or community assets)	If students are local to the area, they have a general understanding of the average temperatures per season; hot/dry summers, cool/wet springs, hot fall, cold winter. They also understand that with temperature changes, more activities either become available or come to an end.

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>Grade 3: Weather & Climate</p> <p>3-ESS2-1</p> <p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p>
--	--

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>	<p>The teacher will provide a lecture over the assigned project while also showing students an example on the projector. The teacher will go through step by step to show students the proper way to use the assigned template for the project. If needed, the teacher will provide direct instruction or aid to any student(s) that need it.</p>
---	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students should know the terms, weather, temperature, Celsius, Fahrenheit, and thermometer to properly understand the activity.
---	---

Materials

Materials needed by teacher for this lesson.	A computer with access to the weather channel to obtain the temperatures for each designated area, individual computers for students to fill in the tables on the template, and a thermometer to show as an example.
Materials needed by students for this lesson.	Computers to fill in template, an idea of what cities they would like to compare, and a pencil and paper to record data before filling in the table.

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.
15-20 mins	<u>Introduction:</u>	Introducing students to the terminology, going over the definitions needed for the assignment, and demonstrating the function of a thermometer while explaining its purpose. Then asking students about the weather in the area, if it is hot or cold, and asking if they think the weather is the same in other parts of the country. The teacher will then briefly explain how the lesson will work, how to properly record data, and show an example.
1-2 hours	<u>Instruction:</u>	After showing an example during the introduction, students will then break down into groups of 4; one student per assigned city, then one student to record data in the tables. Before beginning, students should make inferences about what they believe the data tables will reveal (same temperatures, dramatic differences, etc). Students will first complete 3 individual city tables, followed by a group table of city average temperatures. Once students gather information needed, the teacher will demonstrate how to properly fill in each empty box (the averages). Once students understand the “how to”, the teacher will observe each groups progress and make sure that the students are on the right track. The teacher will be available if the students develop any issues in finishing their individual tables. Once the class finishes their individual tables, the teacher will then demonstrate how to create a grouped table of the three different tables. The students will then follow instructions and create one themselves. Once the students finish their group table, they will discuss the averages and determine if the data collected matches up with what they believed in the beginning of the lesson.

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.
	<u>Closure:</u>	The teacher and students will discuss the data gathered while comparing each group and their charts in order. The students will then talk about what the data represented and revealed to them. Students should have a better idea of the changes of weather, its patterns, and the difference distance plays in temperature change. Students will then post their work around the classroom to prepare for parent night (mentioned in the flyer).

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Any students that are in remediation or intervention will be placed in groups with other students that are on their grade level or gifted. By mixing the different needs of some children with the capabilities of others, the students that require more help will pick up more by observing their peers. They will also gain a sense of accomplishment by participating in a group activity than they would have if they had tried a remedial activity on their own. If any student does require a little more help, the teacher will be available for aid, but the activity as a whole should be appropriate for all students to participate.
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	By walking around the room, providing individual instruction to student(s) when needed. Presenting the project in a step by step demonstration to show students the proper way to enter their gathered data. Allowing groups to work together will also help students accomplish the task in a more effective manner.
--	---

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.	
--	--

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>
---	---------------------------------------

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>