**Name\_Kelsey Plunkett\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_Welcome to Fossils-iMovie\_\_ Lesson \_\_1\_of\_\_5\_**

**Course & topic addressed \_\_Science & Fossils\_\_ Date\_\_\_11/12/18\_\_ Grade\_\_\_3\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will learn about the origin of fossils, what they reveal about the past, and how they are discovered. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | This is lesson 1 of 5, an introduction to fossils, and they will use the knowledge from today for the remainder of the lesson. This will also require knowledge of basic iMovie functions, reading fluency, and proper writing skills.  |
| Knowledge of students background (personal, cultural, or community assets) | This lesson will affect students of all backgrounds as it is an introductory lesson. |

**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.  | **3-LS4-1****Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.** |

**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? | Students will get to read in groups, watch the funny iMovie, and then gain hands on experience in creating their own iMovie about fossils. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Fossil, paleontologist, dig site, remains, fossil record, sedimentary rock, and tools. |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Prepared iMovie, computers with iMovie, chapter for reading, and list of assigned groups. |
| Materials needed by students for **this lesson**. | Pencil, paper, computer, and textbook. |

**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 | **Introduction**: Topic & Assignment introduction | Explain the topic and assignment to students, make sure students have the correct materials available. Show iMovie as an example and then split students into groups to read the chapter and use the information gathered to create their iMovie. |
| 60-70 mins | Instruction:iMovie | Students will read the chapter out of the book and use the information gathered to construct an iMovie. Allow enough time for students to construct a storyboard of their ideas and record their short video. Movie should be 2-5 mins long and have at least 2 transitions. Be available to help students if they need it. |
| 15-20 mins | **Closure:** iMovie presentation | Use this time to present the different group videos to the class as a wrap up of the lesson. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | Grouping students together will allow students to receive aid from their peers as well as the teacher in this hands-on activity. For those not comfortable recording themselves, they can help oversee the transitions and audio placement. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **This lesson allows students to experience hands-on, auditory, and visual learning. All needs should be met.** |

**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).  | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ 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? | *TO BE FILLED IN AFTER TEACHING* |

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>