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Lesson Plan

Learning Segment Focus Earth Systems Lesson 1 of 2Course & topic addressed Science: Bodies of Water Date 9/18/2020 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the different kinds of bodies of water found on the earth and what the differences are between them. They will also learn examples of each kind of body of water in order to apply what they have learned to the real world and so that they will become familiar with some well-known bodies of water.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will have already learned why water is important to all living things, the different phases of water, and that water can shape the land that it is on. Students will have also learned about the water cycle and understood the accumulation stage of the cycle, which results in the different bodies of water.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will have most likely all had experience with some type of body of water. Prominent bodies of water are found in every state and country. If students have not seen any body of water before, they will have knowledge of well-known bodies of water, like the ocean. In some situations, students may have been on vacation to the beach and seen the ocean, visited the lake, or fished in a pond. All of these instances will help them relate to the content.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Ocean, sea, lake, river, pond, body of water
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Academic Language Support

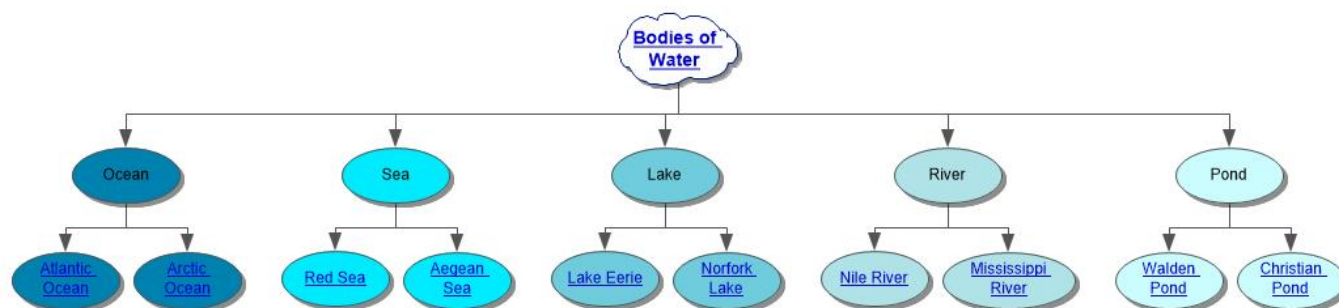
What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	Students will need to understand the meaning of the words ocean, sea, lake, river, and pond and know what makes each of them unique. They must also understand that a body of water is an accumulation of water. This information is important to their comprehension of the lesson and the Bodies of Water web. To assist student with understanding these terms, I linked an article defining each of them in the Bodies of Water web. I will also be teaching the difference in my lesson, but students can refer back to that if needed. The group discussion about different bodies of water that students are aware of or have personally seen, as well as the photos I will provide of each type, are meant to help students connect the meaning of these terms to the world around them and help them understand it in a more geographical context.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Inspiration Bodies of Water web, projector or Smart Board, bodies of water organization cards
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Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)

Inspiration Bodies of Water web, computers, journals



Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	Introduction: <ul style="list-style-type: none"> Class discussion about bodies of water 	To start the lesson, I would begin a class discussion about the types of water they know about or have seen themselves. Students will be able to share what bodies of water they have visited or know about. After a few have been listed, I will explain to them that all of those examples are bodies of water.
30 minutes	Instruction: <ul style="list-style-type: none"> Go over the Bodies of Water web Teach the differences that distinguish each type of body of water Discuss the two examples of each type of body of water Allow students time to look at the articles linked to the examples in the Bodies of Water web Students will journal at least three things that they learned about the different bodies of water from the articles A few students will share their discoveries 	I will pull up the Bodies of Water web on the board and go over all the different bodies of water. Based off of the article linked in the Bodies of Water web, I will teach what makes each type of body of water different and what their specific characteristics are. Next, I will go over the two real world examples of each type that are in the Bodies of Water web, showing the class a real photo of each of the examples. Next, students will use their own computers to look at the Bodies of Water web that I will have made available to them. They will have time to read and look at the articles that have been linked in the Bodies of Water web, which give information about each of the specific examples that were listed (Arctic Ocean, Mississippi River, etc.). Students will be instructed to get out their journals and write down at least three new things that they learned about the different types of bodies of water from those articles. After they are done, a few students may volunteer to share what they learned and wrote down.
10 minutes	Closure: <ul style="list-style-type: none"> Categorizing activity 	To assess the student's understanding of the content, I will have them do a fun categorizing activity. I will have pre-made pieces of construction paper that I will stick on the board with tape. On the board there will be five pieces of construction paper and each will have a short description of one of the types of bodies of water

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		written on them. These descriptions will mention the specific characteristics of each that we discussed in class. On other pieces of construction paper, specific bodies of water will be written. For example, one piece of paper might say the Indian Ocean, another could say Lake Michigan, the Sea of Galilee, etc. Students will take turns picking up one of the cards with a specific body of water on it and sticking it on the board under the correct description. Every student will get a turn.


Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	Remediation: I would incorporate videos of different bodies of water instead of just descriptions and photos. This would provide a more sensory experience and understanding of the topic. This could also be extra beneficial if most of my students have never had the opportunity to visit the beach or a lake. Intervention: IE/504: For visually impaired students, I would read the categories aloud each time a student went up for their turn. I would also say aloud what the card each student picked up was. While looking at the articles online, I would provide audios for these students instead, which they could listen to during that time with headphones. LEP/ESL: In the Bodies of Water web, I would include both English and the first language of my students since they may already be familiar with those terms, just not in English. I would do the same for the categorizing activity.
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	On the Bodies of Water web, I used color coding that emphasized the grouping of each type of body of water. This will help students follow and understand the flow of the web better. The categorizing activity will add a hands on aspect to the lesson as well as a visual one. Small group discussion instead of class discussion could be implemented as well for scaffolding.
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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).	 Formative / <input type="checkbox"/> Summative	The categorizing activity at the end of the lesson will assess students' learning.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	Research has shown that using activities, like the categorizing activity, in the classroom is effective in teaching content, helps build confidence in students, and makes students more engaged in what they are learning. An example of this research is found in the study which was reported in the article "Effect of Classroom Activities in Teaching Learning Process at Primary Level" by Shazia Nasrullah, Muhammad Saqib Khan, Matiullah, Sher Kamal, & Irfan Ullah Khan. According to this research, activities get student's attention and help
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	them enjoy what they are learning more. It also introduces them to speaking in front of the class and being confident in their answers.
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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: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>;
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