Name Kaylee Sheppard

Lesson Plan Template

Lesson Segment Focus: Natural Disasters and Instruments to Record Them   **Lesson** __1__ of __1__

Course & topic addressed ____ Science Natural Disasters ____   **Date** 3/10/19 ____   **Grade** __7__

Student Outcomes

Specific learning objectives for this lesson.	1. Students will know what a natural disaster is and the different kinds. 2. Students will know what the instruments are called that indicate natural disasters. 3. Students will understand the threats that natural disasters have.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already understand what the common natural disasters are around the area.
Knowledge of students background (personal, cultural, or community assets)	

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.	7-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

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?	I will try to give students numbers based off who I think would work well in a group together. I will try to place students that need extra help with advanced students.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Tornadoes, Hurricanes, Earthquakes, Drought, Floods, Avalanche, Blizzard, Barometer, Anemometer, Doppler radar, and The Richter Scale**

Materials

Materials needed by teacher for **this lesson**.	QR'T app and iPad
Materials needed by students for **this lesson**.	QR'T app and iPad

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.
5 Minutes	**Introduction**: We will have a class discussion about natural disasters and I will introduce the rules.	I will begin class by asking if anyone has ever seen a tornado. This is going to open up many stories, but I must keep the discussion time limited in order to complete the entire activity. Then I will ask if students know of any instruments that are used to measure weather. After the topic of natural disasters has been introduced to the students I will explain how our activity will go. I will show them where all of the QR codes are placed throughout the classroom. They will be in random places high and low. Using their QR'T app they will scan the codes to reveal either a video or article about a natural disaster or an instrument used to measure natural disasters. I will let them know that they will be in groups of 2-5 and will be rotating clockwise around the room. The QR codes will be numbered so the students will know how many they have completed. Each group will have a note taker that will take notes of the main ideas or important statistics of each disaster or instrument. They will use these notes later, so they need to make sure and get good, solid, information. The groups will have 5 minutes per QR station. I will have a timer going on the smartboard.
45 Minutes	**Instruction: Students will explore the QR codes.**	I will break students up into their groups by giving them a number and then having them go the QR code that has that same number. I will begin the clock and students will use their iPad to read the code. Each group will only need one iPad unless they have an article and would all like to read it separately. I will walk around the room and listen to the different discussions of what the groups think are important details to write down. When the timer goes off, signaling that time is up, I will tell the students to rotate. Then I will tell them when the timer starts again.

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.
		Tornado- https://video.nationalgeographic.com/video/news/101-videos/00000144-0a31-d3cb-a96c-7b3d903d0000 Hurricanes- https://video.nationalgeographic.com/video/101-videos/00000165-c429-de15-afef-c73da3c90000 Earthquakes- https://video.nationalgeographic.com/video/101-videos/00000144-0a2d-d3cb-a96c-7b2d6cd80000 Drought- https://video.nationalgeographic.com/video/00000144-0a2c-d3cb-a96c-7b2d6b200000 Floods- https://www.youtube.com/watch?v=4PXj7bOD7IY Blizzard- https://www.livescience.com/32210-what-is-a-blizzard.html Barometer- https://www.windows2universe.org/earth/Atmosphere/barometer.html Doppler Radar- https://www.windows2universe.org/earth/Atmosphere/tornado/doppler_effect.html Richter Scale- http://www.geo.mtu.edu/UPSeis/intensity.html
10 Minutes	**Closure:** I will have the students rank the natural disasters in order from overall most destructive to humans.	I will have students stay in their groups and analyze their findings. I will then ask them to write the natural disasters down in order from most destructive to least destructive. This may take some critical thinking and categorizing for the students. If we have any time remaining I would like for the groups to compare their ratings with each other.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will make sure that students that will need extra help are put in groups with students that will help them. I will also be coming around often to help students.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are 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).	X Formative /☐ Summative	The class discussions will be a way of a formative assessment.
	X Formative /☐ Summative	The notes that the notetaker takes and their ratings of natural disasters.
	☐ 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.