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Lesson Plan Template

Lesson Segment Focus Changing of Earth's Surface

Lesson 1 of 1

Course & topic addressed Geoscience Processes Changing Earth's Surface

Date 4/10/19

Grade 7

Student Outcomes

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| Specific learning objectives for this lesson. | <ol style="list-style-type: none">1. Students will learn how natural disasters change the surface of Earth.2. Students will analyze a EBook to help them learn key vocabulary. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students will already have an understanding that weather plays a key role in the changing and breaking down of soil. |
| Knowledge of students background (personal, cultural, or community assets) | |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | 7-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. |
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Academic Language Support

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| 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 could create a word wall with key vocabulary terms. The word wall will incorporate cognates and definitions. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Natural Disasters, Weathering, Erosion, Plate tectonics, Earthquakes, and Volcanoes |
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Materials

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| Materials needed by teacher for this lesson. | Printed EBook for each student, KWL Chart, Poster Board |
| Materials needed by students for this lesson. | None |

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. |
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| 5 Minutes | Introduction: Students will have a class discussion about different surface layer features that they often see. | As students enter class, I will have the following question wrote on the board: “What are some unique surface features that you often see? For example: Mountains, Hills, Rivers, etc.” I will begin class by having students talk with their partners about what features they may see on their way home, or where they live, and how they think they formed. We will then have a few volunteers share what it is that they see. I will ask questions such as, “How do you think those features got there?” |
| 30 Minutes | Instruction: Students will read the printed version of the EBook and fill out a KWL chart. | I will then pass out the copies of EBooks to the students. I will ask them to get with a partner and read through the EBook. As they read, they should fill out a KWL chart. The “K” column stands for what they already know. They will read the title of the EBook and then write everything they know about the changing of Earth’s surface in the “K” column. Once the students have written everything they know, they will fill in the “W,” or want to know, column. I will then have the students read the EBook with their partners and fill in the “L,” or learned, column. I will use this KWL chart as an assessment to see if they fully grasped the main topics. |

| 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. |
|----------------|---|---|
| 10 Minutes | <u>Closure: We will have a final class discussion about what are the most common features that change Earth's surface. We will list them on a poster and display it in the room.</u> | Once the students have finished their KWL charts, I will ask them to share with the class what they put in their "L" column. As they list a few new things they learned, I will write them on a poster board. We will later display this poster board in the class for the remainder of the unit. |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | I could have students get into larger groups and scaffold their learning. I could read the EBook out loud to them. I would pause at the end of each page to give them enough time to write in their KWL charts. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | This lesson allows for students to work closely with a partner in both reading and writing. If a student excels more in one area than in another, this will provide them with an opportunity to shine. |
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Assessments: Formative and/or Summative

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| 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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | KWL Chart |
| | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Final Poster Board |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| What went well? What changes should be made? How will I use assessment data for next | <i>TO BE FILLED IN AFTER TEACHING</i> |
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| steps? | |
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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>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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