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## Lesson Plan Template

Lesson Segment Focus Test Review Lesson 1 of 1

Course & topic addressed Distribution of Fossils and Plate Motions Date 4/10/19

Grade 7

### Student Outcomes

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| Specific learning objectives for this lesson.   | 1. Students will review the material that will be on their test for the next class period. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students will already have exposure to all topics addressed during this class.             |
| 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-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. |
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### Academic Language Support

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| <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> | I could have cognates listed on the PowerPoint slides with the key vocabulary words. |
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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? | <b>Fossils, Pangea, Relative dating, Absolute dating, Sedimentary rock, Law of Superposition</b> |
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## Materials

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| Materials needed by teacher for <b>this lesson.</b>  | Interactive PowerPoint, two flyswatters |
| Materials needed by students for <b>this lesson.</b> | 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.   |
|----------------|--|--|
| 5 Minutes      | <b>Introduction:</b> We will have a class discussion over what the format and time of the test will be for the next class. | I will begin class by having a thumbs up or thumbs down pole to see who feels prepared for the test. I will ask, "Who feels confident for the test tomorrow?" I will then ask them to either give me a thumbs up, meaning yes I am confident, or a thumbs down, meaning no I am not confident. I will then let them know what the layout of the test will be, and the best things they can review for study material.  |
| 30 Minutes     | <b>Instruction: Students will divide into two groups. We will play a review game involving PowerPoint.</b>                 | The students will divide into two groups. I will have each team think of a team name that I will write on the board. I will ask the teams to get into a single file line. I will hand the student that is in the beginning of the line a flyswatter. I will read the first question that is on the PowerPoint. Whichever team member who's turn it is will race to get to the board first and slap their team name with the flyswatter. Whoever reaches the board first will be able to answer the question that is on the interactive PowerPoint. If that student gets it right, then I will put a tally under that team's name. If they get it wrong, the other team can try to steal the point. Whichever team gets the most questions write wins the game. |

| 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     | <b><u>Closure: I will have the class do a quick right over what section of the upcoming test they feel the most worried about.</u></b> | I will have students write down the answer to the following question: "What topic are you most worried about that will be on the test?" I will have them turn these papers in. These will allow me to see what they are struggling with the most and what I may need to go over before the test begins. |

### Accommodations/Modifications

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| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | I would not have these students run up to the board. I could simply have them stay in their spot and raise their hand if they would like to answer the question. I could also have a small meeting with them at the end of class and discuss what they are most worried about, instead of having them write it down. |
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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? | <b>This lesson involves students to work with team members. They are able to be active while still reviewing information.</b> |
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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 | Thumbs up, Thumbs down                             |
|   | <input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative | Closing question over what worries they still have |
|   | <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?<br>What changes should be made?<br>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>;  
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