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Lesson Plan Template

Lesson Segment Focus Science

Lesson 12 of _____

Course & topic addressed Natural Disasters

Date: 12/4/18

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW will understand the elements and effects of natural disasters around the world.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	TSW will use previous knowledge of weather lessons to apply it to learning about natural disasters.
Knowledge of students background (personal, cultural, or community assets)	TSW will draw from their own personal experiences of dealing with storms and natural disasters

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.	Ess3.B: Natural Hazards. A variety of natural hazards result from natural processes.
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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?	TTW have video examples as well as website resources linked for students to use to help them with the assignment.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Earthquake, tornado, tsunامي, hurricane, volcano
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Materials

Materials needed by teacher for this lesson.	Premade Padlet board for students
Materials needed by students for this lesson.	Padlet board made by teacher, access to Total Recall app, and writing journals

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.
	<u>Introduction:</u>	TTW begin by reviewing the natural disasters that were discussed in the lesson and tell students they will be doing an assignment over those disasters.
	<u>Instruction:</u>	TTW tell students they will be doing an assignment and activity over natural disasters. TTW tell the students that they will get to pick one of the natural disasters that was discussed in class and write a story about it. In their writing journals TTW tell the students that they are to write a story about if they were to experience a natural disaster what would they do and how would they feel. Put themselves in those shoes. TTW tell students they are also to use the Total Recall mind mapping app to give details about their chosen natural disaster and turn it in to the teacher. TTW tell students that she has created a Padlet board for them to look at as a reference to help them complete this assignment. She will tell them that on the Padlet they will find videos, pictures, and links to helpful websites that should give them plenty of information in order to come up with their own story and mind map.
	<u>Closure:</u>	TTW tell students they have a week to work on this assignment and they will turn them in on Friday.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.TTW be sure to go over how to use each of the on-line tools including Padlet and Total Recall and be available to answer any questions the students may have throughout the week about the assignment.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	TTW take time to help those struggling students by going over their story with them and help give them ideas as well as broaden their vocabulary as they write.
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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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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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/ed3fd026-939f-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>