

Lesson Plan Template

Lesson Segment Focus: Temperature variations **Lesson:** 2 of _____

Course & topic addressed: Science; Temperature **Date:** 10/10/2018 **Grade:** 2nd

Student Outcomes

Specific learning objectives for this lesson.	TSW learn about weather types and how weather can be different in multiple places. Student will also be able to understand how to put information into a spreadsheet.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will be aware of how to read a weather map and how to properly document and keep track of weather. Students will also be using their knowledge of the given technology.
Knowledge of students background (personal, cultural, or community assets)	The weather that will be observed is from areas in which they reside and surrounding areas.

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.	Arkansas K-12 Science Standards: K-4
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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 start by discussing the different types of weather and giving visual examples of each. Each student will have their own blank spreadsheet to begin observing. Students will also be separated into groups and each group will observe a certain area.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	TTW need to provide technology for each group of students to observe their area. This will be the i-Pads they use in the classroom. TSW need to know what spreadsheet, temperature, and average are.
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Materials

Materials needed by teacher for this lesson.	TTW need blank spreadsheets for herself and each student and available technology to see the weather in these areas
Materials needed by students for this lesson.	TSW need the blank spreadsheet and technology provided by the teacher

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 discussing the different types of weather and temperature. TTW split the class into three groups and assigning each group a town. TTW give each student their own spreadsheet to document their findings.
	<u>Instruction:</u>	Every day during a designated time for one week the students will split into their groups and check their weather website and record the temperatures that are posted for that day in their specific town. The three towns that will be used are Marion, Jonesboro, and Little Rock. On Friday of that week, TTW have each group present their findings to the class. TTW will document each groups discoveries on a the class spreadsheet. Once all of the town's have been presented, TTW show the class how to compare each town to show the differences in the weather and temperature of each town and discuss with the class any differences or similarities that the class notices in the chart.
	<u>Closure:</u>	TTW review the data that each group found and review each page of their class spreadsheet.

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.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.TTW be aware of any student with an IEP, LEP/ESL, or with remediation and use this information to form productive positive groups.
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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 use a variety of materials such as the i-pads for technology in groups, spreadsheet to be filled in by pencil by students, and visual example from the teacher. By using this variety of materials and resources, TTW ensure every need is met.
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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/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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