

Name: Kori Tapp

Lesson Segment Focus: Metrological and Geological Hazards

Lesson: One of Three

Course & topic addressed: Science (Natural Hazards)

Date: February 4<sup>th</sup>, 2019

Grade: Third

### Student Outcomes

|   |  |
|---|--|
| Specific learning objectives for this lesson.   | Students will be able to describe the difference between metrological and geological hazards. They will be able to list different hazards for both areas.  |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | This will be the first lesson about natural hazards for the students in third grade.   |
| Knowledge of students background (personal, cultural, or community assets)                  | The students learned about basic natural hazards (tornado, hail, earthquake) in kindergarten. We will increase their knowledge of each hazard and match them to either metrological or geological. |

### 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. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) |
|--|---|

### 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?<br>What will you do to provide varying supports for students at different levels of academic language development? |  |
|--|--|

### Key Vocabulary

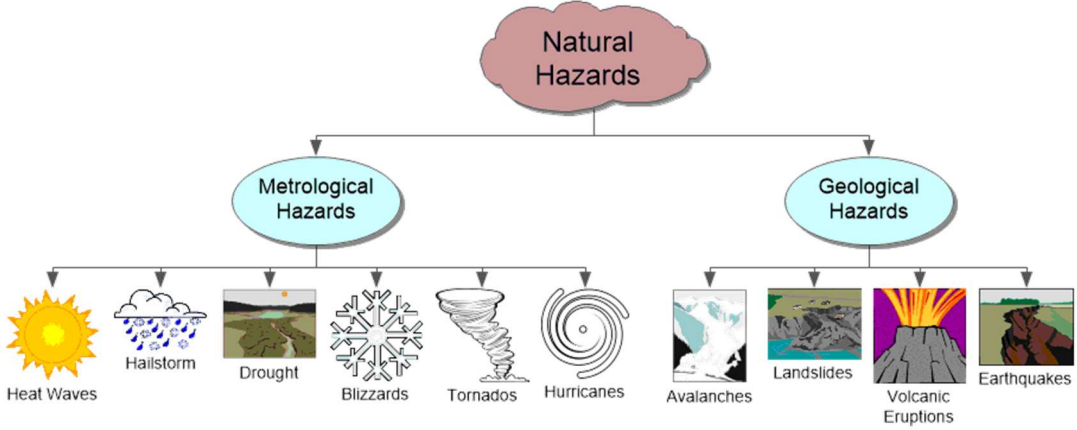
|   |  |
|---|--|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Metrological Hazard, Geological Hazard, Heat Wave, Hailstorm, Drought, Blizzard, Tornado, Hurricane, Avalanche, Landslide, Volcanic eruption, Earthquake |
|---|--|

## Materials

|   |   |
|---|---|
| Materials needed by teacher for this lesson.  | Computer, Inspiration, Smartboard, whiteboard, dry erase markers, |
| Materials needed by students for this lesson. | N/A   |

## 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      | <p><b><u>Introduction:</u></b></p> <p>Question and answer with the white board.</p>              | <p>I will start by asking the class if they remember what a natural hazard is and if they know some examples. As the students say different hazards, I will write them on the white board.</p> <p>I will then ask the students if they know what metrological or geological hazards are. They will have a hard time with this because they haven't been introduced to these terms yet. I will then go into detail explain each of the hazards so they will know the difference between the two.</p>  |
| 30 minutes     | <p><b><u>Instruction:</u></b></p> <p>Define and match on with Inspiration on the smart board</p> | <p>After the students know the difference between metrological and geological hazards, I will ask them if they think they can match the different hazards to the two different areas.</p> <p>When inspiration opens only the natural hazards heading, metrological and geological headings will be connected. All of the different hazards will be all around the board. I will add any hazards that the students said earlier, off the white board.</p> <p>Now the students know what a natural hazard is and what metrological and geological hazards are. I will ask the students if they can see a hazard that they can match with either the metrological or geological headings. I will allow one student at a time to come up and try to match a hazard with one of the areas.</p> <p>As the students select and match a hazard, for example heat wave, I will ask the student what a heat wave is and why they picked to match it to the area they did. This will allow the student to think about why they are matching to each area and allow us to go into detail with each hazard.</p> |

| 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     | <p><b>Closure:</b><br/>Question and answer with Inspiration</p> | <p>After all of the hazards are matched to the two areas, I will close by reviewing the finished Inspiration natural hazard tree above. I would start at the top and ask if anyone could define natural hazard again for me, metrological, geological, heat waves, etc. until we've discussed them all! As they define I will read out the true definition for each section and have them repeat it after me.</p> |

**Accommodations/Modifications**

|  |  |
|--|--|
| <p>How might I modify instruction for:</p> <p>Remediation?<br/>Intervention?<br/>IEP/504?<br/>LEP/ESL?</p> | <p>Have students that can't see as well or have trouble paying attention, sit in the front of the room closer to the board.</p> <p>Have the finished Inspiration document printed off for those who are more hands on.</p> <p>Have the different hazards in reach for handicap students.</p> |
|--|--|

**Differentiation:**

|  |   |
|--|---|
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | <b>To continue the lesson, I could add individual work since this lesson was all group work. This would allow them to think on their own and stipulate their own understanding to the lesson.</b> |
|--|---|

**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. |  |
|--|--|

**Lesson Reflection/Evaluation**

|   |                                       |
|---|---------------------------------------|
| 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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>