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Lesson Plan Template

Lesson Segment Focus: Earth Systems Lesson 2 of 5

Course & topic addressed: Science/Earth System Date 11/5/18 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	- Students will learn the parts of Earth and what makes it up and the purpose.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	-We had a lesson recently over a few of these topics already.
Knowledge of students background (personal, cultural, or community assets)	-Students may have experienced or know some of the things we're going to discuss that is part of Earth and things that impacts it. Some of Earth's materials, such as rocks, soil, etc., they will know as well.

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.	5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. ESS3.C: Human Impacts on Earth Systems ESS2.C: The Roles of Water in Earth's Surface Processes ESS2.A: Earth Materials and Systems
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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?	-The lesson for this is pretty simple. It's more of a fun lesson filled with videos.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	-Carbon dating, earth, earth's structure,, erosion, earthquakes, climate change, greenhouse effect, natural disasters, plate tectonics, ozone layer, natural resources, minerals, water cycle.
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Materials

Materials needed by teacher for this lesson.	-n/a
Materials needed by students for this lesson.	-IPad, Brainpop

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.
2 minutes	<u>Introduction:</u>	It's a brief introduction. I'm just going to remind them what we've discussed about Earth and it's structure, minerals, resources, disasters, impacts, etc.
45 minutes	<u>Instruction:</u>	-The students will be getting on the app 'Brainpop' on their IPad. They will be watching videos the whole time in the category Earth Systems. There is many to choose from so the students probably won't have time to watch them all. The videos they don't end up watching, I will suggest to watch them at home for the quiz on Friday. These videos will help them understand the content hopefully better.

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.
3 minutes	Closure:	The students will finish up with the video their watching and go put their iPad back on the charging station. They will then head back to their desk and get ready for the next lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.This lesson is made for everyone. Every student will get to enjoy this lesson and the short movies given.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I'll know when everyone takes the quiz on Friday how they are doing. If I feel like we need to discuss more on the subjects then we will, but I'm more than confident that they will do fine since we've been on these specific content for a few weeks.
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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	<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>; <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>