**Name: Kayla Ward**

**Lesson Plan Template**

**Lesson Segment Focus: Gravity Lesson \_\_\_\_\_5\_\_\_\_\_\_\_of\_\_\_\_\_8\_\_\_\_\_\_\_**

**Course & topic addressed: Science/Gravitational Force Date: 10/18/18 Grade: 5**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Learning objective is the students will use their prior knowledge of gravitational force by representing it through drawing.  |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | We have previously discussed some on gravitational forces so they should know what it is and how it works.  |
| Knowledge of students background (personal, cultural, or community assets) | They should know that something is keeping things “planted on the ground” and not floating around. This knowledge should have helped them understand how gravitational force is a thing.  |

**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.  | **“5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down.” –Arkansas State University** |

**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? | -We would discuss on the lesson of what we talked about previous on the content. I will also be walking around just in case the students need help depicting gravitational force in their drawing or if they just don’t understand.  |

Key Vocabulary

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| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | -Gravitational force, force, mass, gravity, Law of Universal Gravitation, inertia, weight. |

Materials

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| --- | --- |
| Materials needed by teacher for **this lesson**. | N/A |
| Materials needed by students for **this lesson**. | Computer, google draw, textbooks (if needed)  |

**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 | **Introduction**:  | -I will begin the lesson by asking them questions to see what all they remember for our previous lessons. If I don’t feel too confident in their answers or if a lot of students don’t seem to know, we will have a brief discussion. After we discuss, I tell the students what their assignment today will be. I want to tell them before I pass out their computers so they don’t start getting distracted.  |
| 50 minutes | Instruction: | -I want to give the students plenty of time to draw their representation so I have them get started as soon as they get their computer. The students will spend 50 minutes drawing on Google Draw about how they view the gravitation force when we discuss it. They will be allowed to use their textbook for ideas if they get stuck but they are to have their own idea. I will be walking around viewing each child’s drawing process and understanding. While I do this, I will be keeping notes as a small portion of the grade, |
| 5 minutes | **Closure:**  | -Closing the lesson, I will have the students send me their drawing from their school email to mine. After they have sent them they will turn off their computer and plug it back on the charger in the cubby it belongs in. They will then return to their seat and wait for the next lesson.  |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | This assignment should be simple for all students. Students who have autism might have problems with it, so I would actually do one just for them with step-by-step procedures for them to follow and while I’m walking around I would spend a little extra time with them each time I walked by.  |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **As I’m walking around the class, I will be taking notice of what the children know now for their drawing. I will also be able to tell if they understand how gravitational force works by their drawing.**  |

**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).  | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went well?What changes should be made?How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>