

Name: Kayla Ward

## Lesson Plan Template

Lesson Segment Focus: IMovie Weather Lesson 1 of 8

Course & topic addressed: Science/Weather Date 11/13/18 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	-Students will learn what weather is and the different kinds of weather and they are caused.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	-Students should have learned about atmosphere and the different levels and they also should have talked a little about air pressure along with it. This knowledge will help them with connecting how air pressure effects weather in the atmosphere.
Knowledge of students background (personal, cultural, or community assets)	-Students probably have experienced weather that is being shown in the movie or at least seen it on T.V, such as the news. The students will have experienced, however, rain, snow, and all of the precipitation.

### 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.	- “6-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.” –Arkansas State Standards.
--	--

### 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 video is more of a warm up to the lesson content. I want the students to be aware and get some idea of what we will be discussing during Science time for the next few days. The video should help with assisting the lower levels with identify certain weather and how it works.
--	---

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>-Weather, Precipitation, Temperature, Wind, Cloudiness, Air Pressure, Flood, Tornado, Earthquake.</b>
---	--

## Materials

Materials needed by teacher for this lesson.	Computer, Smartboard, IMovie
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.
2 minutes	<b><u>Introduction:</u></b>	-Starting the lessons, I will ask the students: “What is weather?” “Give me some examples of weather.” And then I will see if they know how some, if not, most weather is created.
40 minutes	<b><u>Instruction:</u></b>	-Starting the lesson, I will show the students the IMovie. The movie is to help get the students some idea of how weather works, how it’s formed, and how to identify them. The 3 natural disasters I explained more detail in are ones they have a more likely chance to experience living here in the area. After the video, I will give the students a worksheet. The worksheet is a vocabulary worksheet. It gives the definition of the weather (can be anywhere from temperature to volcano) and they will have to identify which weather condition belongs with the definition. The students are more than welcome to use their textbook or their iPad with looking up the definitions.
3minutes	<b><u>Closure:</u></b>	-When the students get done with their worksheet, they will turn it in and then go back to their desk and read the chapter over weather until everyone is finished so we can begin the next lesson.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	<ul style="list-style-type: none"> <li>- The video itself may be useful to some lower level students. The background noise may even be soothing to some such as a student with autism.</li> <li>- The worksheet may be a little difficult for most so I would give them a worksheet that would have a picture of each of the weather conditions and labeled. They would color each of the pictures and when I come around to them, they can try to identify each one for me.</li> </ul>
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>-The worksheet given and turned in after will a short assessment for me to see if the students understand the starting of this 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? What changes should be made? 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>