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Lesson Plan Template

Lesson Segment Focus: Global Climate Change Lesson 1 of 5

Course & topic addressed: Science/ Climate Change; Pollution Date: 10/24/18 Grade: 5

Student Outcomes

Specific learning objectives for this lesson.	The learning objective for this lesson is to read an eBook that I created for the students to understand what global warming/climate change is and what's causing it.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We previously talked about recycling and why it's helpful for the Earth. We also talked about the atmosphere of the Earth earlier in the year and we talked about some greenhouse gases during that lesson.
Knowledge of students background (personal, cultural, or community assets)	The knowledge students may have through their background is some, if not most of the things that are increasing climate change is a big part of their lives. They may experience some of them in their daily lives, such as riding in a car or not recycling.

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.D: Global Climate Change (6-ESS3-5)
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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?	To understand some of the language, I may use some things they use or see on daily basis or things they would have seen before. This slide show will use a few examples as well.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	-Global Warming -Greenhouse Gases
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Materials

Materials needed by teacher for this lesson.	Computer, Slideshow program, smartboard
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.
3 Minutes	<u>Introduction:</u>	For the introduction, I will see if the students remember when we learned about the atmosphere and also discuss their project over recycling.
30 minutes	<u>Instruction:</u>	-For the instruction I will pull up the slideshow, or Ebook, that I created about global warming. The book will be over the character, Jack, who is very Earth friendly and does things that helps the planet. He will explains why he does it and what things can hurt the planet. I will read this story to the students, so, hopefully, the students can get an idea of what they themselves can do to make the Earth healthy. While reading, I will ask the students if they know what certain things are or if they've ever experienced it in their lives.
5 Minutes	<u>Closure:</u>	After I read the story, I will pass out a worksheet to the students. It'll be an article that they will have to read and they will answer the questions following the article.

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?	-For hard to see students, I will be reading the slide to them and, depending on how severe, I may print out slides for the students. -The article may be a little hard to read for some students, so I may reword the article for them to understand or I might even have them do another worksheet that's easier for them.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	-Our discussion will let me know how and what the children know over the content. The worksheet given to them after is another method for them to ensure all their needs are 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>; <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>