

Lesson Plan

Learning Segment Focus Plate Tectonics Lesson 1 of 1

Course & topic addressed How the earth changes shape Date 3/9/20 Grade 3-4

Student Outcomes

Specific learning objectives for this lesson.	Students will gain a better understanding what causes the Earth to shift and make certain shapes and why.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students would have had prior map knowledge of land and water.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will know what a map looks like and how to tell the difference of what is land and what is water.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape overtime 4_ESS2-2 Analyze and interpret data from maps to describe patterns of earth's features.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Earth's Layers (Core, Mantle, Lithosphere) Plate Tectonics Plates Convection Currents Seafloor Spreading
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	The video that I will show will help explain the Plate tectonics and how it shapes the Earth. The students will have an understanding of this and after the video they will take a quiz so I can assess them and see if the video was helpful and if they gained understanding.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	BrainPOP app with plate tectonics video, print out of quiz that goes with video
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 min	<u>Introduction:</u>	<ul style="list-style-type: none"> • The Teacher will give a brief overview of what plate tectonics are. • The teacher will explain how the class is going to watch a BrainPOP video on Plate Tectonics and then take a brief quiz (this is a way to assess the material students learned about)
25min	<u>Instruction:</u>	<ul style="list-style-type: none"> • The students will sit down at their desk and watch a seven-minute video (through the app brain POP) over plate tectonics. • The Teacher will pass out the quizzes. • The students will take the quiz individually.
10-15 min	<u>Closure:</u>	<ul style="list-style-type: none"> • The teacher will go over the quiz answers. This is a way that the class can have a discussion over the material to ensure all students understand. (This is day one of the lesson on plate tectonics, students should just have an overview. • The teacher will then take the quizzes up.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>.If students are unable to see the video, I will put them up front and I will try my best to make sure that every student can see the video from where they are sitting.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>After the video the students will be working on the quiz in class and they can ask questions if they need to, then I will be going over the answers in class after they finish taking the quiz and I will explain why the correct answer is correct.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>The video is research that they will be watching and listening to gain understanding.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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