Lesson Plan Model[1]

Lesson Title/#: Average Rainfall Data

Grade Level: 3rd

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	The central focus of this lesson is for students to gather data and place their findings in a chart using excel spreadsheets.
Content Standard What standard(s) are most relevant to the learning goals?	**ESS2.D: Weather and Climate** • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies[2]** What are the specific learning goal(s) for students in this lesson?	The student will gather data from the internet on the average rainfall in different cities. They will then use excel spreadsheets to enter their findings.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson?	The student will have prior knowledge on how to measure in inches. The student will know how to research the internet to find data. The student will be familiar with excel spreadsheets or have been introduced to them in the past.

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[1] *The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts*

[2] *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.*

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks
Description of what the teacher (you) will be doing and/or what the students will be doing.

Launch ___5__ Minutes How will you start the lesson to engage and motivate students in learning?	I will begin the lesson by talking about rainfall in their city. I will ask if they think the rainfall in their city was greater in 2017 than the rainfall in other cities in Arkansas or even other states. I will explain to them the importance of rain and ask if they know what would happen if it didn't rain for a long period of time.
Instruction ___20__ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural	I will thoroughly explain the directions to my students. Due to their prior knowledge with spreadsheets, I will review things they should already know. I will show my students an example of what I am expecting from them and the example will include the new concepts they are learning on excel spreadsheets. I will explain to them they will have to complete a comparison sheet on excel to be able to compare the data from the different cities. I will place the students in groups of 4. Each group will be assigned a state and each student in that group has the freedom to pick out a city in that state to research. Once each student has picked a city, they will research to find the average amount of rainfall in each month of 2017 in that city. Once they have obtained this information, each group will fill in the spreadsheet template I had made prior to this lesson with the correct information. The students will also create graphs to go along with the information they enter in their table.

and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	Once each group has completed their research, they will come together as a class to create 1 comparison page for the findings of each group. Once the class has completed their excel spreadsheets, students will present these to their parents on "parents night". To determine if students are meeting the intended learning objective, I will check their spreadsheets for the correct information. I will also ensure that their worksheets are "connected" and that they used the information in their table to create their graph.
Structured Practice and Application ____20_ Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?	I will give students the opportunity to fill in the information into the spreadsheet template on their own in order for the teacher to see if they are grasping the concept. I will be helping the students as they are filling in their excel spreadsheets so I am able to provide feedback as they are working. This will allow them to change anything as needed before they present these.

Closure _____5___ Minutes How will you end the lesson?	To end this lesson, the students will practice presenting these to the class to ensure they have all of their information together before they present to their parents.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	To make this a group project, I could split students into groups and give each group a different state to research. Each student in the group could focus on a different city in that state and collect data from a weather website in order to find the average rainfall of each month in year of 2017 for each city. I will form the groups before the assignment based on the students and if they have any learning disabilities. For example. If I have more than 1 student with ADHD, I will ensure they do not get placed in the same group. If I have more than 1 gifted and talented student, I may place those students in the same group.

What Ifs What might not go as planned and how can you be ready to make adjustment?	If a student completes this assignment quicker than the rest of the class, I could assign them another city in their designated state to obtain information from. If a student isn't grasping the concept of excel spreadsheets, I would allow them to receive help from their group members.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	

Materials
 	
What materials does the teacher need for **this lesson?**
 	
What materials do the students need for **this lesson?**
	Teacher:
	  - Excel spreadsheet template for students to use
	  - Weather data website link
	Student
	  - Access to the internet
	  - Access to excel spreadsheet template

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	

What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching
To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.