

Lesson Plan Template

Lesson Segment Focus: Science

Lesson _____ of _____

Course & topic addressed: The Water Cycle

Date: October 21st, 2018 Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	The student will be able to draw and identify steps of the water cycle.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior to this lesson, students would have already been introduced to the water cycle and descriptions of the steps.
Knowledge of students background (personal, cultural, or community assets)	Due to the community this is being taught in, students may not know what some precipitation looks like (i.e., hail, sleet, snow if they live in a warmer climate)

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.	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> ▪ 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. (3-ESS2-1) ▪ Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Before the lesson begins, I will review the steps of the water cycle with my students to ensure they know the definition of each step.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> - Water Cycle - Precipitation - Snow - Sleet - Hail - Condensation - Evaporation
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> - Access to Google doc/drawings - Video over The Water Cycle - Projector
Materials needed by students for this lesson.	<ul style="list-style-type: none"> - Access to Google doc/drawings

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.
	<u>Introduction</u> : 10	During the introduction of this lesson, I will ask my students if any of them can describe the water cycle from prior knowledge. I will ask them if they can describe what each step of the water cycle is. Once we have reviewed, I will show my students a short video of the water cycle.
	<u>Instruction</u> : 25	After the video, we will review the steps of the water cycle again. Once we have reviewed, I will introduce my students to the Google doc that they will be filling out. In this Google doc, they will have to use Google drawings to draw a simple picture of the water cycle. They will be able to use images from the internet and the sketch option. Once they have drawn a picture of the water cycle, they will briefly describe what each step of the water cycles purpose is.

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.
	Closure: 10	To close this lesson, I will allow volunteers to show their drawing on the projector and explain each step in their drawing.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. Some accommodations I may provide for students include: <ul style="list-style-type: none"> - Notes over the water cycle prior to the lesson - Extended time on their assignment - Allowing verbal responses - Be given a written list of instructions
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To ensure all students needs are met, I would modify directions accordingly to how well students are understanding the lesson. For example, if it still seems like they aren't understanding the lesson when it is completed, I will not quiz them over the material until they feel confident in the material.
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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	
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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:EsQcNWuG1Z0J: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>;
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