

Average Temperature

Lesson Segment Focus Average Temperature in a Given Region

Lesson 2 of 2

Course & topic addressed Average Temperature and Precipitation in a Given **Region** **Date** 10/10/18 **Grade** 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to compare and contrast weather conditions within a given region. Students will be able to determine and discuss seasonal weather patterns within a given region.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson builds on “The Four Season in a Year” lesson done on 9/9/18. This lesson will need prior knowledge of Seasons, Months that correspond with each Season, and knowledge of typical weather patterns within a season.
Knowledge of students background (personal, cultural, or community assets)	N/A

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.	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
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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>We will discuss key vocabulary words a week before the activity to ensure students have an understanding of the meaning of each word needed.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Vocabulary Needed: Average, Season, Temperature, Degree, Bar Chart, Table, Compare, Contrast, Greater, Less, Fahrenheit</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Computer, Smartboard, Handouts of Averages for class, Website displayed for students Website: https://www.usclimatedata.com</p>
<p>Materials needed by students for this lesson.</p>	<p>Computer, Pencil, Highlighter, Handout of Averages</p>

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.
5-10 Minutes	<u>Introduction:</u>	As a class, we will go over what we already know about the four seasons of a year. We will go over what we think the differences are between the regions of the United States. I will break the class up into 5 groups, and assign each group with their 10 states.
30 Minutes (Including activity)	<u>Instruction:</u>	<p>Each group will be given 10 states. For these states, they will be required to find the average temperature (Fahrenheit). The months will be broken up into seasons so that the seasons can also be compared.</p> <p>Things we need to know: What is the average temperature for each month? What is the average temperature for the season as a whole? What seasons are similar? What seasons are different? What do you think the reason for these similarities and differences is?</p>
10 Minutes	<u>Closure:</u>	We will discuss our answers to the questions as a group, and compare our answers with one another.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>N/A</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>N/A</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 checked="" type="checkbox"/> Summative	
	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	
	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	

Research/Theory

<p>Identify theories or research that supports the approach you used.</p>	
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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/Student Teachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;](http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/Student+Teachers/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.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>