

Name Marlana Deese

## Lesson Plan

**Learning Segment Focus** Earth's Systems Lesson 1 of 1

**Course & topic addressed** Science: Earth Elements around the world **Date** 3-10-20  
**Grade** 2nd

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will further their knowledge about Earth's elements while virtually exploring different parts of the world.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	The teacher could connect this lesson to a previous geography lesson about different parts of the Earth and Countries.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The teacher would need to make sure that if other countries/parts of the world are being spoken about, that it wouldn't negatively affect any student in the classroom.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</b>
---	---

### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Solid</b> <b>Liquid</b> <b>Countries</b> <b>Kids Planet Discovery Software</b> <b>Earth's Elements</b>
---	---

### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	Teaching the students specific vocabulary like solid, liquid, different countries, world, and different earth elements will allow students to better understand the world as a whole.
---	---

### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	SmartBoard Computer Ipad Paper Pen Kids Planet Discovery Software PowerPoint
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Ipad Kids Planet Discovery Software Paper Pencil Eraser

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
10-15 Minutes	<b><u>Introduction:</u></b>	I will spend ten to fifteen minutes discussing Earth's elements and where water is found. I will also discuss vocabulary words with the students.
25-30m Minutes	<b><u>Instruction:</u></b>	<p>1. I will pass out the ipads to the students and tell them to open up the Kids Planet Discovery app.</p> <p>2. Individually, I will allow the students to browse/explore through the app and write down places around the country where water is. - I will even get them to write ocean names, etc.</p> <p>- They will need to state if the water compounds are solid or liquid.</p> <p>-I will also be walking around to observe and supervise them while on the ipads and sotware.</p>
10- 15 Minutes	<b><u>Closure:</u></b>	At this time, I will have them split up into groups to discuss what they found with the app.

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)
		I will then ask as whole-class what they liked and disliked about the lesson along with what they learned and comprehended.

**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>.</p> <p>Small groups could be created for students who have specific needs during individual time. Also, I would walk around to help every student.</p>
--	---

**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>The lesson is a fun engaging way for students to learn Earth’s features through virtually exploring around the world.</b></p>
---	---

**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> Formative /XXX Summative	<p>We will have a whole-class discussion, where I will ask summarized questions and what they did and didn’t like about the lesson.</p>
	XXX Formative / <input type="checkbox"/> Summative	<p>The paper they fill out with a list of where water is around the world and if it is solid or liquid is a formative assessment.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	
--	--

**Lesson Reflection/Evaluation**

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

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.