

**Lesson Plan Model<sup>1</sup>**

Lesson Title/#: Rainfall Lesson

Grade Level: 1

**Learning Central Focus**

<b>Central Focus</b> What is the central focus for the content in the learning segment?	For students to learn about the water cycle and learn to record, organize, and interpret data that is recorded.
<b>Content Standard</b> What standard(s) are most relevant to the learning goals?	1.MD.C.6 Organize, represent, and interpret data with up to three categories; using tally tables, pictures graphs and bar graphs. Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another.
<b>Student Learning Goal(s)/ Objective(s)</b> <b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson? <b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?	Skills needed are: observation skills, ability to record data, and follow instructions.  Learning goals for this lesson are for the students to learn to record data, learn about the water cycle, and for students to understand different types of grass and how to use them.
<b>Prior Academic Knowledge and Conceptions</b> What knowledge, skills, and concepts must students already know to be successful with this lesson?	Prior knowledge that students need to have before this lesson is knowing how record data and preferably have some knowledge with rain gauges but if not can be taught by the teacher prior to the lesson.

<sup>1</sup> 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

<sup>2</sup> 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.

<p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	

### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p>Launch ____3____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start the lesson by asking students questions to get them interested and excited about the lesson. I will ask the students about what they do on rainy days and how rain effects what we may do such as going to recess. I will also ask students if their parents keep a rain gauge and keep up with how much it rains.</p>
<p>Instruction ____10-15____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p>	<p>I will introduce the students to what a rain gauge looks like either by bringing one to class or pulling one up on the projector and teaching them what the lines and numbers mean, in as simple of a form as possible. I will allow them time to ask questions if they do not understand something. I will also ask them what they understand about why it rains and briefly discuss the water cycle with them.</p>

<p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p><b>Structured Practice and Application</b> _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p>	<p>15 minutes</p> <p>I will give students the ability to practice reading the rain gauge and give positive feedback to them and correct them in a positive manner if they do not get it correct.</p> <p>Students will apply what they have learned by continuing out the experiment and practicing.</p>

<p>How will you determine if students are meeting the intended learning objectives?</p>	
<p><b>Closure</b> _____ Minutes</p> <p>How will you end the lesson?</p>	<p><b>3 minutes</b></p> <p>Go over all of the collected data with the students to make sure they understand what we have gone over.</p>
<p><b>Differentiation/ Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p><b>Student Interactions</b></p> <p>How will you structure</p>	<p>I will number students to put them into groups. If recording the rainfall at our classroom they can go in their groups to look at the rain gauge and record what they think is the appropriate amount of rainfall.</p>

<p>opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p><b>What Ifs</b>  What might not go as planned and how can you be ready to make adjustment?</p>	<p>Lack of rainfall may happen. This could be hard to make an adjustment to. If it were a drought you could track the number of days in a row that it did not rain. You would have to make a few more changes to the assignment to do this though.</p>
<p><b>Theoretical Principles and/or Research-Based Best Practices</b>  Why are the learning tasks for this lesson appropriate for your students?</p>	
<p><b>Materials</b>  What materials does the teacher need for <b>this lesson</b>?  What materials do the students need for <b>this lesson</b>?</p>	<p>The materials that the teacher needs for this lesson are a rain gauge if they are the ones recording the amount of rain. They will need a clip board and a pen or pencil and a computer to use excel and word to make the spreadsheets and the flier.</p> <p>Students will need pencil and paper if they record the amount of rain as well.</p>

**Academic Language Demand(s):**

<p>What language function do you want students to develop in this lesson? What must students</p>	
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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 <b>support</b> 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

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

**Resources:**

Attach each assessment and associated evaluation criteria/rubric.