

Lesson Plan Template

Learning Segment Focus: Gravity and its effect on satellites

Lesson 3 of 7 Topic: Gravity **Date:** 4/26 **Grade:** 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will explore how gravity works on satellites and moons revolving to Earth.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students already know how gravity works so this is building upon that and how gravity makes object moves in a motion around the earth
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Well students see a lot in the news about space and see it on TV so I think this is appropriate to expand their knowledge on how objects in space work

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Satellite Gravity Matter
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Academic Language Support

What are the Academic Language Function(s) (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? What planned Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse)?	I will use a word wall to help with understanding and a linking language activity to bring forth the students background checks
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Notes, Handouts
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper, pencil, markers, notes packet, vocab notebook

Lesson Timeline with Instructional Strategies & Learning Tasks

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)
5 minutes	<p><u>Introduction:</u></p> <p><u>Quick Write</u></p>	<p>Here I will have the students do a quick write of just everything they can think of when they hear the word gravity and then when they hear the word satellite</p>
35 minutes	<p><u>Instruction:</u></p> <p>Introduce</p> <p>Movie</p> <p>Assignment</p>	<p>I will do a review of what gravity does. Why gravity works and how gravity is different based on mass. I will then do a in depth about satellites. What are satellites. Is the moon a Satellite?</p> <p>Here they will watch the movie I have made. They will take notes on it so that they can more easily do their assignment</p> <p>Students will work on the drawing their diagrams of the forces at work on a satellite</p>
5 minutes	<p><u>Closure:</u></p> <p>Post Write</p>	

		Students will write two things they learned about satellites
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Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I chose to use a movie that I created because I think it helps with the students understanding of the info. They now have a resource of me showing them the information that they can go back and watch anytime they need</p>
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Accommodations/Modifications

<p>How might I modify 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>.I can provide closed captioning on the video so that students that may have hearing problems can keep up with what is going on</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I am scaffolding my students with the movie video but also the color coding of the diagrams and notes will help them explore the material better</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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Quick Write-Prior knowledge
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Thumb up thumb down after video
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Post Write- Two things learned

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>No really extra research done here. I just went with something I know</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/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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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