

## Slideshow Lesson Plan

**Lesson Segment Focus: 7 Different Climates Around the Work**

**Lesson: 1 of 1**

**Course & topic addressed: Science & Climate**

**Date: 10/18/18**

**Grade: 3**

### Student Outcomes

Specific learning objectives for this lesson.	The specific learning objective for this lesson is for students to learn that not every climate is like how it is in Arkansas.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The prior knowledge of students this builds upon is them knowing that seasons change throughout the year and that weather is a major factor of climates.
Knowledge of students' background (personal, cultural, or community assets)	The personal assets that this lesson addresses is that some students will be able to share their experiences if they have ever been somewhere other than the state of Arkansas.

### 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.	<b>3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.</b>
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	The planned instructional supports that I might use to assist students to understand key academic language are pictures to represent each climate in order to develop their content learning. What I will do to provide varying supports for students at different levels of academic development is individually help those students if they are struggling.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Climate, polar, tundra, taiga, deciduous, and mediterranean</b>
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### Materials

Materials needed by teacher for this lesson.	Computer, projector, and pictures of each climate
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Materials needed by students for this lesson.	Chromebooks
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**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 minutes	<b>Introduction:</b> I will ask the students what the weather was like on their way to school this morning.	I will be asking the students the question for the introduction of the topic and calling on students that raise their hand in order to add to the discussion. After the introduction discussion has taken place I will then transition students to learn about each climate specifically.
20 minutes	<b>Instruction:</b> I will be lecturing to students several key facts about each climate. As I am saying these facts there will be a picture of that climate on the board that students will be able to see and make a connection.	I will research pictures of each climate that will help students correlate each one in their mind to the several key facts that I explain to them. For the several key facts that I will use to explain each climate to my students I will pick ones that are simple and easy for them to understand. As I am explaining the different climates to my students I will open discussion for each climate and ask my students if they have ever been anywhere with that type of climate. This will also be a type of informal assessment as I will be able to tell if they understand each climate enough to relate it to a personal experience. Students will add to the discussion or ask questions, but neither of these are required.
5 minutes	<b>Closure:</b> I will transition students into the assessment part of the lesson.	I will explain to students that they will be creating their own slides presentation to represent their understanding of each of the 7 climates. Students will then make a presentation with the 7 climates along with 3 key facts about each one. They will also include a picture of each climate that they find the most interesting.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I would modify instruction for remediation by having an outline of the presentation prepared for these students and all they have to do is find a picture to go along with each slide. For intervention, I will individually help each of the students and have one-on-one time to ensure they know what to do. For IEP/504, I will make sure the lesson follows the plan set forth by the team that has put it into place. For LEP/ESL, I will do the same thing I did with the remediation students and I will give them an outline of the presentation and all they will have to do is find a picture to go along with each climate.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I will individually help each student that is having problems with understanding the concept of 7 climates by going to their desk and getting on their level and having a conversation with them about it. I will also call on students during discussion to tell me a fact about each climate as another type of informal assessment.</b>
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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 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: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>;  
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