

Name Ryan Adams

## Lesson Plan

**Learning Segment Focus** Analyzing Natural Disasters **Lesson** 2 **of** 3

**Course & topic addressed** Science: Natural Disasters **Date** 4/1/2020 **Grade** 7

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Using a spreadsheet, students will record, analyze, and compare different natural disasters in their local area.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have already learned how to analyze and interpret data in previous grades.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	It is highly likely that students have experienced a natural disaster in their lifetimes. This lesson will allow students to see what type of natural disasters the area is prone to.

### 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>7-ESS3-2:</b> Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<ul style="list-style-type: none"> <li>• <b>Natural disaster</b></li> <li>• <b>Tornado</b></li> <li>• <b>Earthquake</b></li> <li>• <b>Flood</b></li> <li>• <b>Drought</b></li> </ul>
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### 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>	I will use a word wall to aid students that need support in understanding the key words. I will also provide videos that provide context and show how to use the key words.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Materials for word wall, videos about each disaster
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computers, Excel Template

### 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)
10 minutes	<b><u>Introduction:</u></b> <ul style="list-style-type: none"> <li>Introduce students to types of natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>Students will watch videos of natural disasters</li> </ul>
30 minutes	<b><u>Instruction:</u></b> <ul style="list-style-type: none"> <li>Students will research the impact of different natural disasters on various Arkansas counties</li> </ul>	<ul style="list-style-type: none"> <li>Students will use their computers to open an Excel spreadsheet and fill in information that they can find on the Internet about the impact of different natural disasters on the area.</li> </ul>
10 minutes	<b><u>Closure:</u></b> <ul style="list-style-type: none"> <li>Students will compile their data and report their analyses.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use their data to determine which natural disaster has the greatest probability of occurring as well as which is more destructive to the area.</li> </ul>

### Accommodations/Modifications

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.)	Students who need it will be able to have information given to them in an audio format.
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### Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,	Students may use audio help. Students may work in pairs with a stronger student. Articles can be printed out with the necessary information on it for those that need it.
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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.)	
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### Assessments: Formative and/or Summative

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 & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Predictive analysis of results
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

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> .	This style of learning falls into the constructivist learning theory.
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### Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
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