

Name Sydney McClung

Lesson Plan Template

Lesson Segment Focus Planets
1 of 1

Lesson

Course & topic addressed Planetary bodies and their characteristics
Date 10/15/19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to complete questions on a worksheet stating characteristics of the planet of their choosing and then drawing a picture of the planet that they chose.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have no previous knowledge about space
Knowledge of students background (personal, cultural, or community assets)	

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.	RI.3.1 RI.3.7 W.3.2 W.3.2.C W.3.2.F
--	--

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?	We will discuss key vocabulary as a class and I will post the definitions of unknown words and key review words on the board for students to refer back to.
--	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Planet, atmosphere, environment, size, characteristics
---	---

Materials

Materials needed by teacher for this lesson.	worksheets, access to the solar walk app
Materials needed by students for this lesson.	pencil, access to the solar walk app

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Time	Engaging & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	I will begin with writing some key vocabulary for this lesson on the white board. I will ask the students to raise their hands to read the definitions to the class. We will discuss what each of them means and I will use one of the planets as an example to show them what each word is describing.
	<u>Instruction:</u>	I will then pass out worksheets for the students to complete and read the directions aloud to them. I will demonstrate how to use the app and how to find the information that I am expecting them to use. Then I will have the students choose any planet other than the one that I used as an example to answer the questions on the worksheet.
	<u>Closure:</u>	Students will complete the worksheet and I will call on students to present some of the information that they found interesting about their planet of choice. Then they will turn the worksheet in for a grade.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504?	Remediation/ IEP /504: Students can tell about the planet that they have chosen verbally or answer a shorter set of questions to accommodate for their struggles LEP/ESL : students can present some facts that they have learned orally instead of writing down facts or work with a partner to
--	---

LEP/ESL?	complete the assignment.
----------	--------------------------

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Instruction will be stated verbally and then demonstrated visually and students will then physically draw their planet of choice
--	--

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.	
--	--

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>
---	---------------------------------------

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.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;](http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx)
- [https://www.uwsp.edu/education/Documents/edTPA/Resource11.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/Resource11a.pdf)
- [https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx;](https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx)
- [https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;](https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx)
- <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>