

Name Sarah Palmer

Lesson Plan Template

Lesson Segment Focus Different Climates Across the Globe Lesson 2 of 2

Course & topic addressed Science: Climates Across the Globe Date September 7th, 2019 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to demonstrate understanding of the four major climate regions of the world.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, we discussed weather in the differing seasons. In this lesson we will connect our knowledge of the differing seasons to learn about the differing climates of the world.
Knowledge of students background (personal, cultural, or community assets)	Students may be from all across the globe, in which, they could bring forth personal knowledge and stories to the classroom to share with other students about the region they are from.

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.	3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
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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?	I will use student knowledge from previous lessons and previous experience to introduce new material.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Climate, Region, Tropical, Dry, Temperate, Polar
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Materials

Materials needed by teacher for this lesson.	Computer, Inspiration, Pictures, Handout
Materials needed by students for this lesson.	none

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	<u>Introduction:</u>	To introduce the lesson, I would ask the students what they think the weather is like in Antarctica. I would then follow up with questions like these for big places around the World. After a few of these, I would ask them how the weather there is different from the weather here.
20 minutes	<u>Instruction:</u>	To get started in the lesson, I would pass out my handout which is my Web from Inspiration. After each student has their handout, I would point out the four major climate regions of the world. I would then explain to the class the differences between each climate's weather. Then I would ask the class to speak with the people around them about what climate they thought we lived in and about what climate they thought Antarctica had. After sharing some of our answers, I would then ask students to share different places around the world that they could think of and we would all categorize that location to which climate it would fall under based on our knowledge on the weather that location has.

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	Closure:	To close the lesson out, I would pass out a worksheet with different characteristics of different regions and have the student match the characteristic to the region it belongs to.

Accommodations/Modifications

How might I modify instruction for:	I would accommodate to students with certain disabilities that might cause them to need personal instruction or to
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Remediation? Intervention? IEP/504? LEP/ESL?	be moved closer to the front. For students who did not understand the lesson, I would work one-on-one with them to try to bring them back up where they need to be and help them better understand the lesson.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could do a game with the students that could be done at their desk. The students would hop on one foot if it a characteristic I said was one specific region and they could hop on another if it was a different region.
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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.	I learned the hopping game in my Physical Education for Teachers class. The hopping game can be a short but effective way to get students moving for a second to get out any jitters or wiggle worms a student might have.
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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/ed3fd026-939f-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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>