**Name\_\_Sarah Palmer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_1\_\_\_\_\_\_\_\_\_of\_\_\_\_\_1\_\_\_\_\_\_\_**

**Course & topic addressed \_\_Fossils\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_12/3/2019\_\_\_\_\_\_\_ Grade\_3\_\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will learn about fossils and what fossils are |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have learned about dinosaurs and other animals that are now extinct. |
| Knowledge of students background (personal, cultural, or community assets) | Most students have never seen a fossil in real life. Students are English speakers. Students have learned about rocks and how things get naturally buried over time. |

**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. | **LS4.A: Evidence of Common Ancestry and Diversity**  ▪Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4-1)  ▪Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1) |

**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? |  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Fossil, bones |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Computer, internet, video |
| Materials needed by students for **this lesson**. | Notebook, pencil |

**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.** |
| --- | --- | --- |
|  | **Introduction**: | I will have a class discussion with my students on what they think fossils are. They will take turns sharing what fossils are in their own words - if they want to share. During our discussion, I will start preparing my video for the class. |
|  | Instruction: | I will play my video over fossils here |
|  | **Closure:** | I will ask students to write in their journals about what a fossil is. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | .(try) |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | (try) |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ 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? | *TO BE FILLED IN AFTER TEACHING* |

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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>