Name____Sydney Sweat____

Lesson Plan

Learning Segment Focus___Expanding On-Line Tool Knowledge_____Lesson ___2____of___2___

Course & topic addressed _____On-Line Tools_____Date___4/11/20_____ Grade__6___

Student Outcomes

Specific learning **objectives** for this lesson.	Students will explore online tools to grow in their understanding of Climate change and the impact that humans have on the environment. Students will then construct a Canva poster informing the reader about a particular topic.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will use previous experience with Canva and Padlet with this lesson. They will also use any background knowledge and previous lessons to assist them.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students who need it can translate words into the language that they need due to all of it being on technology. The vocab wall will also be in the English and Spanish. This also incorporates information that is relevant to all cultures and can be relatable to everyone.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**ESS3.C: Human Impacts on Earth Systems** **Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (6-ESS3-3)**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Biosphere** **Habitat** **Extinction** **Species** **Destroying** **Impact**

Academic Language Support

What is the **Academic Language Function(s)** (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? What planned **Academic Language Supports** 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 **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will get into groups and on colored paper, define the word they are assigned and include the Spanish version. They will also draw a picture that is relevant to the definition. We will then as a class go over each word and sticky tack them onto the wall. This will allow for students to be able to refer back to each word when needed.

Materials

Materials needed by **teacher** for this lesson. (such as books,	Colored paper, markers, writing materials, computers, canva, padlet

writing materials, computers, models, colored paper, etc.)	
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Colored paper, markers, writing materials, computers, canva, padlet

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)
15	**Introduction**: Students will get into groups and on colored paper, define the word they are assigned and include the Spanish version. They will also draw a picture that is relevant to the definition. We will then as a class go over each word and sticky tack them onto the wall.	I will pass out materials, and I will review each word with the class.
40	**Instruction:** Students will log into Padlet and review the board that is shared with them. They will sit with their assigned teams and begin the Padlet lesson. They will watch videos, read articles, and eventually create a Canva poster. Each student in the group will create a separate poster and share them with their group members. They will share these posters with their group members and post them on the Padlet. This will allow for all of the students in the class to be able to see their They will then come up with a communication tool to stay in touch with their group members for the next month. This will allow them to accurately keep track of the amount they recycle.	I will tell each student what group they were in. These groups will be heterogeneous and have a mixture of strong academic students, and some that may need a little extra push. I will assign students in groups specific topics that they can do their Padlet lesson on. I will mostly walk around, assist groups when needed, and make sure that students are remaining on topic. I will go into more depth on the final challenge of recycling that students will participate in. I will provide students a list of resources that they can use to stay in contact outside of school.
5	**Closure:** Students will complete a self-assessment.	I will pass out and collect self-assessments.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?*	Making all of the tools online is an accommodation that I will use. This will allow the videos to have captions, and visuals that explain the topic it is specifically talking about.

IEP/504? *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Groups will also be a mixture of strengths, so students will have the ability to be supported by their peers. I will give these students a topic for their project that the resources are already posted for. This will keep them from having to do all of the research on their own.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	**Having the vocabulary include pictures, the definition, and the English and Spanish versions is a method of scaffolding that will enhance all student's learning. These words will also always be on display to reference back to.** Students will also have availability to all directions and materials of instruction. This will allow for students to always have a reference back to what they need to do, and what needs to be done next. Group work will allow peers to assist one another in weaknesses, and encourage each other in their strengths.

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).	X Formative /☐ Summative	I will assess the groups based on how much effort they put into their word wall word. This will be if they've looked at more than one definition, used background knowledge, and took time on the picture they drew.
	X Formative /☐ Summative	I will assess how well the students are participating with each other. This will be based on their discussion and interaction with each other.
	X Formative /☐ Summative	I will collect and assess the student's self-assessment. This will be on how well they thought they contributed to the group and how much effort they put in. This will be my final form of assessment.

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Technology allows students to work at their own pace. They can work as fast as they want or take as much time as they need. This also allows for a connection between students in a way they wouldn't normally have. Using technology also allows for students to have better resources and more engagement.

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;

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