

Name Sydney Sweat

Lesson Plan

Learning Segment Focus Rainfall in different cities and states Lesson 1 of 1

Course & topic addressed Comparison of rainfall Date 3/30/20
Grade 6

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to analyze and compare different rainfalls in different areas and states.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will use prior lessons and information from previous grades
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This is a lesson that affects all students. It rains everywhere and allows for comparison which everyone has had experience with. It uses many different places and communities that students may have background to. I can also lead a discussion based on some of the places where my students are from and the rain that they get.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6-ESS2-6)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Compare Measurement Multimedia
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Academic Language Support

What are 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) ?	Using syntax and discourse I will incorporate the key vocabulary into the lesson. I will reference back to these words when needed and to keep them on students minds.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computers, data sheets, spreadsheet Microsoft, highlighters, station set ups
Materials needed by students for this lesson. (computers,	Computers, data sheets, spreadsheet Microsoft, highlighters

journals, textbook, etc.)	
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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	<p>Introduction: Students will receive all information and get out their computers.</p>	I will pass out all data and information needed. I will also send them all the spreadsheet we will be working with.
50	<p>Instruction:</p> <p>Students will use the class discussion to highlight and use any information that may need to get their work started.</p> <p>They will then get their two cities that they need to gather data from.</p> <p>Students will gather their data and share it with the group.</p> <p>They will then need to update their spreadsheets with all of the information given to them.</p> <p>We will wrap it up by doing a self-assessment on how well you did as a contributor to your group.</p>	I will guide my students in performing jigsaw. I will pair them in groups and give them each two different towns from two different states. They will rotate and learn about the rainfall seasonally and record their data. They will then come back with their base group and share the data they collected. I will be making sure students go where they need to and obtain the information that will best fit their groups. I will also pass out and collect self-assessments.
10	<p>Closure: Students will fill out an exit slip. This will be a group-assessment about how well their group members did and the effort they put in.</p>	I will pass out and pick up group-assessments.

Accommodations/Modifications

<p>How might I modify 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.)</p>	<p>For these students I will pair them up with someone to go do the jigsaw. This will allow the group to get the full benefit, and the student to get guidance and the information they need with help. This will be their partner throughout the experience.</p> <p>I will also shorten the assessments for these students and have more general ideas on them rather than a bunch of specific ones.</p>
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Differentiation

How might you provide a variety of	I will be providing highlighters and the templates needed. All the students have to
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<p>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.)</p>	<p>do is find and fill in the information. This information will be given to students all on paper and both in google classroom to allow them to access the version they prefer most.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Informally see how well students contribute to the class discussion and the information that they know</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will perform a self-assessment on how well they took information to their group and distributed it.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>Student's will fill out a group-assessment as an exit slip. This is to make sure everyone in their group did what they were supposed to</p>

Research/Theory

<p>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.</p>	<p>Cooperative learning and jigsaw is supported by David and Roger Johnson and Spencer Kagan.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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