

Name Skylar Yeargan**Lesson Plan Template**Learning Segment Focus Thermal Energy TransferLesson 1 of 1 Topic Science Date 4/15/21 Grade 6**Student Outcomes**

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> Students will understand what the difference between each energy source is. Students will be able to analysis and determine which source of energy is being used.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	<ul style="list-style-type: none"> Students will be able to compare what they have learned in previous education and everyday life with the new knowledge of energy. Knowing energy will give the students a better understanding on how things work.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	<ul style="list-style-type: none"> Students will be able to have a deeper understanding on how energy works, alongside energy transfer. This way the students can have the knowledge without questioning how things work.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<ul style="list-style-type: none"> 6-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
---	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Thermal Energy Convection Conduction Radiation
---	---

Academic Language Support

<p>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?</p> <p>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)?</p>	<ul style="list-style-type: none"> There will be cognates provided for students who are still learning English. There will also be an option to allow read out text for those who are need it.
---	---

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer and padlet lesson up to date
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computer and headphones

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)
5	<p><u>Introduction:</u></p> <p><u>Introducing the platform being used in class</u></p>	<ul style="list-style-type: none"> I will introduce the students to padlet and give them the link to the one that will be used for class.
40	<p><u>Instruction:</u></p> <p>Student led lesson</p>	<ul style="list-style-type: none"> I will then explain that the students should explore all the links provided in the padlet lesson. Once the students are left on their own. I will walk around and make sure the students are doing what they are told and not surfing the web. When it had been about 35 minutes in class, I will then ask the students to find the link for kahoot. This way we will do our little quiz to assess everyone's position after the class.
5	<p><u>Closure:</u></p> <p>Assessing</p>	<ul style="list-style-type: none"> I will ask the students how they felt about padlet for future use. I will ask the following questions: What did you think about the platform?, was it easy to use?, was anything confusing?.

		<ul style="list-style-type: none"> • After asking the questions, I will give the students time to answer.
--	--	--

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<ul style="list-style-type: none"> • Will be using computers and the website padlet. • This lesson is student led on padlet. The students will take their time looking at the items I have provided them before taking the assessment quiz at the end of class.
--	---

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>	<ul style="list-style-type: none"> • There will be a read out loud option on the links provided.
--	---

Differentiation

<p>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.)</p>	<ul style="list-style-type: none"> • This is a student led lesson. • Those who need extra accommodations will be provided with what will help the succeed.
---	--

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 checked="" type="checkbox"/> Summative	Walking around the room
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The Kahoot quiz at the end
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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>	<ul style="list-style-type: none"> • N/a
--	---

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.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>