

Name Skyler Yeargan **Lesson Plan Template**Learning Segment Focus Energy Lesson 1 of 1 Topic Energy Date 5/2/21 Grade 6th **Student Outcomes**

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> Students will be able to define what energy is Students will be able to identify what 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 using their previous knowledge to understand how each source uses energy.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	<ul style="list-style-type: none"> Learning about energy will allow the students to understand how simple 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
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Heat energy, chemical energy, sound energy, electrical energy, mechanical energy, light energy
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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) ?	I will have a word wall for them to fill out about each energy we learn. The students can come up and write corresponding words to help them know what that energy does. The students will be able to fill in the word wall anytime they want during the unit. The words on the word wall will also have cognates in Spanish to help those who might need it.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> Computer, powerpoint prepared
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> Computer/phone, pencil and notebook for notes

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>	<ul style="list-style-type: none"> • I will ask the students what they think energy is. • I will give them time to answer their response. • After the wait/response time, I will then tell them the definition of energy
35	<p><u>Instruction:</u></p> <p>Powerpoint</p>	<ul style="list-style-type: none"> • I will then open up my prepared powerpoint and go through the lesson about energy. • Each powerpoint will have one of the vocabulary words with the definition and an image of the energy • After each energy slide, I will ask the students to give me examples of other objects that uses the energy. • For example, the picture I'll have for heat energy is fire. So the students can come up with another type of source that produces heat.
10	<p><u>Closure:</u></p> <p>Kahoot evaluation</p>	<ul style="list-style-type: none"> • After we go through all the slides, I will ask the students open up Kahoot and we'll play to see if they have contained the information just given to them

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>	<p>The teacher uses a powerpoint for the students to learn then information and write notes about it. Later, we will also do a Kahoot! To evaluate the student’s ability to remember the new information given to them.</p>
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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 cognates on the powerpoint and kahoot! quiz for ESL and printed off notes for others who might need them. There will be images on the powerpoint as well to give the students a visual example.
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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"> • Depending on the needs, students will be allowed printed off notes, a recording device or access to a copy of the powerpoint online to help them.
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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>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p>Asking students to give another example of the energies provided during the powerpoint</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Kahoot! Quiz at the end of the class.</p>
	<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>	<p>n/a</p>
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Lesson Reflection/Evaluation

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