

## Lesson Plan Template

**Lesson Segment Focus** Plate tectonics

**Lesson** one of three

**Course & topic addressed** Earth's Systems: Processes that Shape the Earth

**Date** October 3, 2019

**Grade** 4

### Student Outcomes

Specific learning objectives for this lesson.	The Student will have a better understanding on what exactly causes the earth to shift and why.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will have prior knowledge of lands and bodies of water found on a map.
Knowledge of student's background (personal, cultural, or community assets)	Students need to know what a map looks like and how to identify land v. water.

### 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.	<p><b>4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape overtime.</b></p> <p><b>4_ESS2-2 Analyze and interpret data from maps to describe patterns of earth's features.</b></p>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p><b>Seafloor spreading</b></p> <p><b>Earths layers (core, mantle, lithosphere)</b></p> <p><b>Plates</b></p> <p><b>Convection currents</b></p> <p><b>Plate Tectonics</b></p>
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## Materials

Materials needed by teacher for this lesson.	BrainPOP app (plate tectonics video) print outs of quiz (attached to link)
Materials needed by students for this lesson.	Students will need to bring themselves and a 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.
5 minutes	<u>Introduction:</u>	<ul style="list-style-type: none"><li>• The Teacher will give a brief overview of what plate tectonics are.</li><li>• The teacher will explain how the class is going to watch a BrainPOP video on Plate Tectonics and then take a brief quiz (this is a way to assess the material students learned about)</li></ul>
25 minutes	<u>Instruction:</u>	<ul style="list-style-type: none"><li>• TSW sit down at their desk and watch a seven-minute video ( through the app brain POP) over plate tectonics.</li><li>• The Teacher will pass out the quizzes.</li><li>• TSW take the quiz individually.</li></ul>

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.
10-15 minutes	<b>Closure:</b>	<ul style="list-style-type: none"> <li>The teacher will go over the quiz answers. This is a way that the class can have a discussion over the material to ensure all students understand. (This is day one of the lesson on plate tectonics, students should just have an overview.</li> <li>The teacher will then take the quizzes up.</li> </ul>

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try) Students with visual impairments will sit at the front of the class in order to see the video better.
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) students are able to work on the quiz alone, but it is also being taken in class in case the student has a question, since I will be going over the answers during class, this allows for audio learners to better retain the information.
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### 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 type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

Identify theories or research that supports the approach you used.	
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### Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next	<i>TO BE FILLED IN AFTER TEACHING</i>
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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:EsQcNWuG1Z0J: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>