

# Lesson Plan Template

Lesson Segment Focus: weather

Lesson 1 of 5

Course &amp; topic addressed: Weather Temperatures

Date: 10.24.2019

Grade 3

## Student Outcomes

Specific learning objectives for this lesson.	Students will be able to better determine average temperatures, precipitation, and wind direction by looking at a weather radar.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, students will have been over what precipitation, wind direction and temperature are.
Knowledge of students background (personal, cultural, or community assets)	Students will have availability of classroom technology to get onto the weather app and determine temperatures, precipitation and wind direction.

## 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.	<b>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</b>
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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?	<b>Bar graph</b> <b>Compare</b> <b>Temperature</b> <b>Average</b> <b>Wind Direction</b> <b>Precipitation</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Excel Spreadsheets printed out for the classroom (if available, access to spreadsheets templates on excel)
Materials needed by students for <b>this lesson.</b>	Blank chart worksheet and/or Microsoft Excel on technology device. Students will also need their technology device in order to access weather.

## 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	<b>Introduction:</b> icebreaker	Ask students if they can name extremely hot places in the United States. Ask Students if they can name extremely cold places in the United States (this can be changed for around the world)
30 minutes	<b>Instruction:</b>	Have students divide into groups of 2 or 3 (teacher will have groups preassigned, most likely table groups). With the aid of technology, groups are going to get on their iPad and look up three different places temperatures. They will track the highs and lows for a 7-day period. With the Excel sheet pre-programmed with the formulas, students will see the average temperatures appear. Students will work through finding information for all three cities and recording the averages. They will then use the comparison chart and figure out the averages for all of the cities combined.

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.
	<b>Closure:</b>	have the kids respond openly about why they think certain places are more hot/cold than others. Explain to students why temperatures are more hot and cold than others. Teacher will be giving instructions and making sure students are on task.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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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)
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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 steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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