

Name Tiffany Holt

## Lesson Plan

**Learning Segment Focus** Changing Weather **Lesson** 3 **of** 4

**Course & topic addressed** Earth Space and Science/Changing leaves **Date** 11/08/2020 **Grade** 4

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	To be able to identify the changing weather
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	This task will allow the assessment of attention to detail, observation skills, and sorting skills.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The lesson plan will be one or more of the following: personal, cultural, and community. The students will be able to recall a time that they encountered the changing leaves. The leaves that the students find will be within their community. It can be their home, a family members, a park, or somewhere in their town.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Leaves, brown, yellow, green, total, change, weather, seasons, data collection.
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	The academic language used will be that of vocabulary: leaves, brown, yellow, green, total, change, weather, seasons, and data collections. The vocabulary words will be utilized by searching and observing leaves that have fallen on the ground. This will be done in their community. The students will document and chart their findings. The lesson will demonstrate vocabulary that is grade/subject specific. They will demonstrate their listening, speaking, and writing skills.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Overhead projector, paper, pen/pencil, computer, leaves.
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Paper, pens/pencils, leaves, place to find leaves,

### 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)
10-15 minutes	<b>Introduction:</b> I will go over what the leaves should look like with the season changing. I will go over the assignment and the agenda for the class.	I will be speaking with the students, using examples or pictures to show what the leaves will look like. We will discuss what changing weather means and we will touch on why they think it happens. I will hand out the chart that the students will be filling in, so they can get started on recording their data.
30-45 minutes	<b>Instruction:</b> <ul style="list-style-type: none"> <li>• I will ask the students what kind of leaves they should find?</li> <li>• We will go over why it is important for the weather to change and briefly go over why it happens</li> <li>• I will ask the students one by one what they collected.</li> <li>• I will use the overhead projector while we go over the data to ensure that all students can see the information.</li> <li>• We will then fill in a graphing worksheet that previously handed out.</li> <li>• We will then compare the information that was charted and see what color was collected the most.</li> </ul>	<p>I will be standing in the front of the class, speaking with them about what kind of leaves they should find. I will use the overheard projector to show examples of leaves to give them a better understanding of what they should have seen.</p> <p>I will use the overhead projector to show pictures and documents to help explain why it is important for the weather to change and why it happens. We will then go through the data that was collected one student at a time. The data will be recorded as a class, so as I am putting the information on the board, they will be writing it down on their worksheets.</p> <p>We will go over the data that we wrote on our sheets and graph the information. I will discuss and compare the information to see what color was found the most.</p>

5-10 minutes	<b>Closure:</b> There will be a discussion as to why we think there is more of one color than the others.	I will ask them questions such as “why do you think that there was more of one color leaf than any others?” We will compare and combine our answers to come up with a reason why.
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### Accommodations/Modifications

How might I <b>modify</b> 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.)	For the students that need the modification or help, I will provide worksheets that already have the information filled into the blanks, along with already filled in graphs. I will also provide worksheets that have pictures of the leaves with the amount that was found that the student can color.
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### Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)	I will provide all of the materials necessary to complete the lesson such as paper, pens, pencils, colors, and worksheets. There will be an explanation of what we are doing located in the front of the classroom, so that students may refer back to if they should happen to forget. The instructions will also be on the worksheets that were previously handed out. If necessary, there will be color coded and already written data in the chart worksheets that will be handed out.
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### Assessments: Formative and/or Summative

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	What skills they have picked up with collecting and recording data
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Asking questions and giving positive feedback on how they have done with their worksheets
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Looking at the worksheets and graphs that will be turned in to ensure that they are charting everything correctly and that they have learned how to do so.

### Research/Theory

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	It shows that learning weather change helps connect students to being aware of what is going on in their surroundings, keeping them in the know on the dangers of bad weather, and it helps build their observational skills. Knowing that there are uncertainties and continuous changes in the weather, may keep the students interested in learning more.
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### Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;  
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