

Lesson Plan Template

Lesson Segment Focus: Science Lesson _____ of _____

Course & topic addressed: Force/Simple Machines Date: October 26, 2018 Grade: Second Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify what a simple machine is and examples. There will also be opportunities to master key vocabulary words. Once the lesson is over and material presented, the students will be able to reflect the science concepts and make a connection between the real world examples.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The connection from previous lessons will allow the students to reflect and connect the new information to real world examples. They will have known a little about Newton's Three Laws of Motion. With this knowledge, the material will shift towards content specific/vocabulary words such as <i>friction, work, kinetic energy, potential energy</i> , and more.
Knowledge of students background (personal, cultural, or community assets)	The students will have most likely seen examples of simple machines but did not understand the concept and reason for them. With the lesson and jeopardy game, they will be able to determine the rationale for simple machines and the work applied.

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.	<ul style="list-style-type: none"> ● 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● 2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem ● ETS1.A: Defining and Delimiting Engineering Problems: A situation that people want to change or create can be approached as a problem to be solved through engineering. (2-ETS1-1). Asking questions, making observations, and gathering information are helpful in thinking about problems. (2-ETS1-1). Before beginning to design a solution, it is important to clearly understand the problem. (2-ETS1-1) ● ETS1.B: Developing Possible Solutions: Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
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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? What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>In the jeopardy game, there is a category specifically for language and vocabulary that will allow the students to practice and have repetition of seeing these words. The lesson before, Newton's Three Laws of Motion, will also help with this material, as well. We can refer back to that material/content if needed.</p> <p>The students will also have the opportunity to do a project of their choice that will help them understand the content better. There will be several options to choose from and the students are encouraged to do one that they understand the least, so as to ensure that they have more practice.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<ul style="list-style-type: none">• Friction• Motion• Kinetic Energy• Potential Energy• Simple Machine
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Materials

<p>Materials needed by teacher for this lesson.</p>	<ul style="list-style-type: none">• Smartboard• Whiteboard• Markers• Computer
<p>Materials needed by students for this lesson.</p>	<ul style="list-style-type: none">• Study guide• Pencil• Scratch sheet of paper

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	<p><u>Introduction:</u> As a class, we will have a discussion with short video</p>	<p>During the introduction, we will have a class discussion about what we learned last week (Newton’s Three Laws of Motion). The students can ask any questions they have so they can recall what they did learn. During the discussion, the students can popcorn all the ideas they remember and I will be recording them on the white board. After the discussion, I will play a short video: https://www.youtube.com/watch?v=aoXnhyY5RTk</p>
30 minutes	<p><u>Instruction:</u> Game</p>	<p>During this time, the students will be split into teams, most likely grouped with the ones at their table. They will be playing a Jeopardy game that will deal with content vocabulary, simple machines, examples of simple machines, and forces. There is a total of five categories, with Random being the last one. Each category has a maximum amount of \$800. The students will have a study guide and a scratch sheet of paper to write their answer down. The study guide is a worksheet they filled out at the beginning of the week through an outdoor activity about the possible questions from the Jeopardy game. They are allowed to discuss the answer as a team with the others sitting at the table.</p>
5 minutes	<p><u>Closure:</u> Rewards</p>	<p>The rewards will be given at the end. There will not be a chance for any team to lose, so everyone will get something. However, the team with the most amount of money will receive a “No Homework Pass.” The team in second will choose from a “Forgot my Pencil Pass” or “Forgot my Homework Pass.” Once the rewards are given out, as a class we will go over any misconceptions about any of the questions/answers from the Jeopardy Game.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Every student will have a chance to partake in this activity, so they can all study for the quiz. I will be guiding the students through the whole game. I will read the question and make sure they know what is being asked. If not, we will discuss for clarification.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The Jeopardy Game is for review, so the students should already know the material. However, if the students are not cooperating or do not understand how to play. We will stick with the questions being asked, but it will be like relay game. The team who buzzes in first with the correct answer will get the amount. This is a different approach that will keep the students engaged, so they will not have to wait their turn.
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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>; <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>