

Lesson Plan Template

Name: Cassie Schroer Date: April 19, 2016

Time allotted: 25 minutes

Subject: Science

Grade level: 5th and 6th

Topic / Title: Lesson One: How does air move?

Course: EDUC 360

Approved by Cooperating Teacher: _____

A. Standards; objectives / requisite skills / learner outcomes “At the completion of this lesson, learners will be able to ...” (Use observable / measurable terms + strong verbs.)

Cognitive objective(s): At the completion of this lesson students will be able to describe how air pressure relates to altitude, convection currents, and the water cycle.

Psychomotor objective(s): During the lesson students will need to write down any key terms and the checkpoint questions after each section of reading.

B. Assessment plan: How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.

Students will need to answer the checkpoint questions after each section that is read and write their answer in their notebook.

C. Multiple intelligences: Select one primary (p) and one secondary (s)

<input checked="" type="checkbox"/> P verbal linguistic	<input type="checkbox"/> musical/rhythmic	<input type="checkbox"/> visual/spatial
<input type="checkbox"/> logical/mathematical	<input type="checkbox"/> interpersonal	<input checked="" type="checkbox"/> S intrapersonal
<input type="checkbox"/> bodily/kinesthetic	<input type="checkbox"/> naturalistic	

D. Accommodations & differentiation for learners: Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

For those students that struggle with reading help them to get through the reading and to fully understand what has been read.

<p>E. Materials / equipment needed: Textbook (each student) Teacher book Smartboard</p> <p>The weather tools (For the end of class)</p>	<p>F. Academic language demands</p> <p>Vocabulary: Troposphere, stratosphere, mesosphere, thermosphere, exosphere</p> <p>Convection current: gases and liquids rise and sink in a circular path.</p> <p>Function (verb):</p> <p>Literacy strategy (ELA only):</p>
<p>G. Academic language support: How will the teacher model and the students engage with the language demands? We will write the word on the board so everyone is able to see it and read the definition.</p>	
<p>I. Assumptions: What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?</p>	<p>J. Anticipated questions & misunderstandings: What common misunderstandings or errors may occur? What pre-assessment is used?</p>
<p>L. Technology: What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment? Smartboard</p>	
<p>Pacing / Time Allotted</p>	<p><i>Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.</i></p> <p>M. Lesson planning of instructional activities & learning tasks:</p> <ol style="list-style-type: none"> Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge) Go outside right away since we did not get time the day before. Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) <i>Include what teacher will do & what students will do. Script key questions.</i> <ol style="list-style-type: none"> Lesson One Read page 231 Checkpoint question Acronym: T, S, M, T, E Read pages: 232-233 Checkpoint question

7. Outside to test weather tools and collect data

3. Guided Practice:

Read page 231 in the text together as a class.

Checkpoint question: As altitude increases, how does air pressure change? Why?

Answer: Air pressure decreases as altitude increases. As altitude increases, gas particles are farther apart and there is less air above.

Acronym: T, S, M, T, E: Today, Super, Man, Threatened, Everyone

Troposphere, Stratosphere, Mesosphere, Thermosphere, Exosphere

Read pages 232-233 in the text together as a class.

Vocabulary: Convection current: gases or liquids rise and sink in a circular path.

Checkpoint questions:

1. What causes convection currents?

Answer: Different temperatures between air above land and water cause convection currents.

2. In what direction do surface winds over the United States generally blow?

Answer: The surface winds in the United States generally blow from west to east

4. Evidence of Learning: *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives/Skills? Will students be involved in assessment/ Reflection upon their own learning?*

Students will be able to answer the checkpoint questions after reading.

5. Closure and Independent Practice: (transfer of learning/assignment) *How does the assignment support mastery of the objectives/reflection upon their own learning?*

If students did not finish the checkpoint questions they will be expected to finish it before the next class period.

<p>N. Evaluation & reflection of teaching / learning: <i>Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?</i></p>	

1. As I reflect on the lesson, to what extent were students productively engaged?

Yes because the students knew if they got their work done they would be able to go outside to test their weather tools that they made.

2. To what extent did the students learn what I intended? Were instructional objectives met?

The students learned everything and showed this through their checkpoint questions.

3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

I did not alter my objectives for this lesson because it went as planned and the student were able to understand the material being taught.

4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

I had to keep the students on task when they broke off to work with a partner on the reading and questions. I had to remind them to work hard so that they could go outside to test the weather tools.

5. To what extent did I provide closure to the lesson?

The closure was filling out the data for the weather tools. The groups shared their findings and everyone filled out their own grid.

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?

I would want more time to discuss what was in the readings. I feel the time that is given for the class is way too fast and you cannot dig deep into the material because of the time frame.