

Department of Education and Teacher Preparation
Dynamic Educators Facilitating Student Achievement

| | |
|---|--|
| Name: Danielle Gouch | Date: September 30, 2013 |
| Age/Grade Level: 5 | Number of Students:20 |
| Number of Students with IEP: 0 | Number of Gifted Students: 0 |
| English Language Learners: 0 | Unit/Lesson Title: Constructive and Deconstructive Processes |
| Math, Science Social Science, Lang. Arts, Reading (Circle) | Lesson Length:55 minutes |

Context

- Students will be learning about salt marshes for a field trip to Cannon’s Point on St. Simons Island. Along with salt marshes students will learn about erosion, weather and organisms and their impact that they have on salt marshes. Students will have taken a short pre-test on constructive and deconstructive processes.

Learning Objectives(s)

- S5E1. Students will identify surface features of the Earth caused by constructive and deconstructive processes.
 - b. Identify and find example of surface features caused by destructive processes.
- Erosion (water-rivers and oceans, wind)
- Weathering
- Impact of Organisms
- Earthquake
- Volcano

Students will learn and understand the importance of salt marshes

Students will name several salt marsh functions

Students will recognize the relationship between natural and developed areas and the impact human activities have on those areas

Students will understand watershed concepts by observing what happens to an aquatic area during a rain event

Students will take a trip to Cannon’s Point to explore everything they have learned about the first part of the week.

Essential Question(s)

- What is a salt marsh?
- What how does a salt marsh contribute to the environment?

Resources, Media and Technology

- Smart board
- You Tube video- Salt Marshes and its functions
(<http://www.youtube.com/watch?v=3HXyTMnj7ac&list=PLB99D64084B275462>)
-

Vocabulary for the week

Deconstructive, Constructive, salt marsh, erosion, weather, organisms, Ecosystem

Procedures

- The class will be going on a field trip to Cannon’s Point on October 2, 2013.
- Permissions slips were handed out last Wednesday and are expected to be returned by October 1, 2013.
- Students will come in and write down the vocabulary for the week in their science notebook.
- Students will have a Do Now about Salt Marshes.
- A power point presentation will be given about salt marshes. After the power point the students will have a video about salt marshes and its functions.

- Students will use their notes from the video to make graphic organizer that looks at the different functions of salt marshes.
- Along with the introduction to salt marshes the students will have a speaker from Cannon’s Point to give them a virtual tour before their actual trip.

Informal Assessment

- The graphic organizer will be taken as the informal assessment.

Assessment Plan (*This section of the lesson plan will be added when teacher candidates take the assessment course.*)

- In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable).

| Objective / Assessment Organizer | | | |
|----------------------------------|--------------------|---|--|
| Objective Number | Type of Assessment | Description of Assessment | Adaptations and/or Accommodations |
| Objective 1 | Diagnostic | Pre-Assessment on constructive and destructive forces | Extra time will be given to E.L.L. students |
| Objectives 1 | Formative | Questions about Salt Marshes | Extra time and “reading” support for a student with an IEP |
| Objective 1 | Summative | Group Project | |

Impact / Reflection

- Discuss student progress in relation to student objectives. Discuss success of instruction as it relates to assessment of student progress. It is particularly important to include an analysis of student work in regards to the student objectives with samples of student work analyzed.

Refinement / Lesson Extension

- Based on the reflection, discuss plans for subsequent lessons to reinforce and extend understanding particularly for students who did not make satisfactory progress.

Department of Education and Teacher Preparation

Dynamic Educators Facilitating Student Achievement

| | |
|--|--|
| Name: Danielle Gouch | Date: October 1, 2013 |
| Age/Grade Level: 5 | Number of Students:20 |
| Number of Students with IEP: 0 | Number of Gifted Students: 0 |
| English Language Learners: 0 | Unit/Lesson Title: Constructive and Deconstructive Processes |
| Math, Science Social Science, Lang. Arts, Reading (Circle) | Lesson Length:55 minutes |

Context

- Students will be learning about salt marshes for a field trip to Cannon’s Point on St. Simons Island. Along with salt marshes students will learn about erosion, weather and organisms and their impact that they have on salt marshes. Students will have taken a short pre-test on constructive and deconstructive processes.

Learning Objectives(s)

- S5E1. Students will identify surface features of the Earth caused by constructive and deconstructive processes.
 - b. Identify and find example of surface features caused by destructive processes.
 - Erosion (water-rivers and oceans, wind)
 - Weathering
 - Impact of Organisms
 - Earthquake
 - Volcano

Students will learn and understand the importance of salt marshes

Students will name several salt marsh functions

Students will recognize the relationship between natural and developed areas and the impact human activities have on those areas

Students will understand watershed concepts by observing what happens to an aquatic area during a rain event

Essential Question(s)

- What is erosion?
- What effect does erosion have on salt marshes?
- How does weather contribute to erosion?
- What impact do organisms have on salt marshes?

Resources, Media and Technology

- Smart board
- Computer lab

Procedures

- Class will meet in the media center to work on an interactive game about erosion?
<http://www.kineticcity.com/mindgames/warper/> the game looks at the different ways erosion can take place.
- After looking at the different ways erosion happens the class will now be taking a closer look at these forces that drive erosion. http://www.pbslearningmedia.org/asset/ess05_img_erosion/
- The student will take notes about the different images that are being shown.

- Once students have completed the erosion activity, they will have on about erosion. A virtual salt marsh will be pulled up and the students can add different organisms to see how they benefit or harm salt marshes.
- Students will also get a chance to read *And the Tide Comes In....Exploring a Georgia Salt Marsh* that talks about the Salt Marsh and will give them a preview of what they will see on the field trip tomorrow.

Informal Assessment

- Discussion questions on erosion and weather.
- Discuss the different kinds of erosion you see in these images.
- How do human activities contribute to erosion?
- How can erosion be harmful?
- What can you infer from the images about the geology of the different areas in which they were taken?
- What techniques can be used to manage erosion?

Assessment Plan (*This section of the lesson plan will be added when teacher candidates take the assessment course.*)

- In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable).

| Objective / Assessment Organizer | | | |
|----------------------------------|--------------------|---|--|
| Objective Number | Type of Assessment | Description of Assessment | Adaptations and/or Accommodations |
| Objective 1 | Diagnostic | Pre-Assessment on constructive and destructive forces | Extra time will be given to E.L.L. students |
| Objectives 1 | Formative | Discussion questions from the Interactive activities with erosion and weather | Extra time and “reading” support for a student with an IEP |
| Objective 1 | Summative | Group Project | |

Impact / Reflection

- Discuss student progress in relation to student objectives. Discuss success of instruction as it relates to assessment of student progress. It is particularly important to include an analysis of student work in regards to the student objectives with samples of student work analyzed.

Refinement / Lesson Extension

- Based on the reflection, discuss plans for subsequent lessons to reinforce and extend understanding particularly for students who did not make satisfactory progress.

| | |
|--|--|
| Name: Danielle Gouch | Date: October 2, 2013 |
| Age/Grade Level: 5 | Number of Students:20 |
| Number of Students with IEP: 0 | Number of Gifted Students: 0 |
| English Language Learners: 0 | Unit/Lesson Title: Constructive and Deconstructive Processes |
| Math, Science Social Science, Lang. Arts, Reading (Circle) | Lesson Length:55 minutes |

Department of Education and Teacher Preparation
Dynamic Educators Facilitating Student Achievement

Context

- Students will be learning about salt marshes for a field trip to Cannon’s Point on St. Simons Island. Along with salt marshes students will learn about erosion, weather and organisms and their impact that they have on salt marshes. Students will have taken a short pre-test on constructive and deconstructive processes.

Learning Objectives(s)

- S5E1. Students will identify surface features of the Earth caused by constructive and deconstructive processes.
 - Identify and find example of surface features caused by destructive processes.
 - Erosion (water-rivers and oceans, wind)
 - Weathering
 - Impact of Organisms
 - Earthquake
 - Volcano

Students will learn and understand the importance of salt marshes

Students will name several salt marsh functions

Students will recognize the relationship between natural and developed areas and the impact human activities have on those areas

Students will understand watershed concepts by observing what happens to an aquatic area during a rain event

Essential Question(s)

- What kind of interesting things will you see at Cannon’s Point?
- How can I use the field trip as a resource for my group project?

Resources, Media and Technology

- Cannon’s Point field trip
- Cameras

Procedures

- Class role will be called to make sure students are here and permission slips turned in.
- Students will be put into groups of five for the trip and also for their group project.
- Students will be given a tour of Cannon’s Point and will be able to take pictures for their group project.
- Students will be given lunch at 12:00 pm and after lunch they will have an opportunity to make their own salt marsh with Ecologist Mark Stevens. This activity will allow students to see the importance of Salt Marshes and all the deconstructive and constructive processes like erosion, weather and organisms.

Informal Assessment

- Discussion questions about Cannon’s Point and the book will be taken up.

Assessment Plan (*This section of the lesson plan will be added when teacher candidates take the assessment course.*)

- In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable).

| Objective / Assessment Organizer | | | |
|----------------------------------|--------------------|---|--|
| Objective Number | Type of Assessment | Description of Assessment | Adaptations and/or Accommodations |
| Objective 1 | Diagnostic | Pre-Assessment on constructive and destructive forces | Extra time will be given to E.L.L. students |
| Objectives 1 | Formative | Cannon’s Point Questions Questions from the book | Extra time and “reading” support for a student with an IEP |
| Objective 1 | Summative | Group Project | |

Impact / Reflection

- Discuss student progress in relation to student objectives. Discuss success of instruction as it relates to assessment of student progress. It is particularly important to include an analysis of student work in regards to the student objectives with samples of student work analyzed.

Refinement / Lesson Extension

- Based on the reflection, discuss plans for subsequent lessons to reinforce and extend understanding particularly for students who did not make satisfactory progress.

Thursday and Friday (Cannon's Point Project)

Procedures

- Students will be began work on their argument of why their peers should purchase Cannon's Point for future developments for education.
- Pictures taken on the trip will be used as a sales pitch to get their land to sale.
- Materials will be provided for the groups to use for their presentation.
- A rubric will be used to grade the groups on their presentation.

| Rating | Exceeds | Meets | Does Not Meet | Comments |
|----------------------------------|---|---|--|----------|
| Team Work (15 points) | Did the group work well together? | Did the group work ok together? | Did group work badly together? | |
| Organization (10 points) | Did the group present their ideas in an organized manner? | Did the group present their ideas in an ok manner? | Did the group present their ideas in an unorganized manner? | |
| Subject Knowledge (15 points) | Did the group know their Cannon's Point details well? | Did the group somewhat know their details about Cannon's Point? | Did the group know little about Cannon's Point? | |
| Creativity (10 points) | Did the group present their sales pitch in a creative manner? | Did the group present their sales pitch in an ok manner? | Did the group present their sales pitch in an uncreative manner? | |