

Topic: Alex Perkins Lesson plan

Date: 10/25/2023

Teacher: Ella Olmez

Essential Question(s): 1. What are the benefits of using wind energy?	Lesson Objectives By the end of the lesson, students will be able to: 1. Keep a long conversation about wind power and the benefits of its uses 2. Locate and identify important aspects of a wind turbine
---	--

Curriculum Framework/Learning Standard(s):

Materials and Resources: (attached if applicable) -paper -pencil/pen -model of a wind turbine	Formative Assessments: Have each student create a letter style persuasive essay on the importance of wind turbines and the benefits of implementing them in a school setting. It is an informal assignment with only a participation grade.
Warm-up: Ask what the students already know about wind turbines and wind energy	
Procedures -start with a warmup on the topic of wind energy -create a power point on the uses that students can access for information -create an outline for a one-page essay -create a letter independently (no working with other classmates) -if not completed by end of class it will be set as homework due for the start of next day	
Closing/ticket to leave: Recap on the assignment and a quick check of how everyone is doing	
Homework (if applicable): If the letter is not completed, it will become the homework for the day and should be completed and handed in by the start of class the next day.	

Adaptations/Modifications for Students

If a student has difficulty with the assignment, they will only need to write down their thoughts in essay format. It is an informal assignment. If language barrier is an issue, they can write it in the language of their choice, and I will accommodate with that.

Pitfalls and Solutions (What could go wrong and how will I handle it?)

If the students are unsure about the benefits, I will be there to assist them with research and useful websites they can use.

If a student doesn't feel like they can write the letter, then remind them that this is an informal assignment and to try their best no matter what the outcome is. If they need assistance then I can have them stay after school, when I have time to help those with make-up, to help them write an essay.



Lesson Plan Feedback Form
October 25, 2023

Ella,

It is really cool to see the humanities with a STEM focus! I really think you have a lot of great bits in your lesson and would love to see how you take Alex's story and truly expand the parts of them throughout your lessons. I am going to share Glows, Grows, Suggestions. Please let me know if you have any questions or feedback for me!

- Albert

Glows

- Your **Formative Assessment** is approachable to all students. There seems to be support throughout the lesson plan and it reads that you are willing to help your student. I also like that you are supporting all your students with the adaptations.
- I like your **Lesson Objectives** - I would push you to align them a little better to your activities. I do like that your objectives are working towards your assessment and therefore students are prepared!

Grows

- The **Procedure** seems like you are doing a lot in this lesson. What can students be working towards at each section of the lesson? I would add a string of questions to each of the steps in the procedure so that students know *exactly* what they are expected to do at each part.
- You should also try to add timestamps to your procedure. How long do you think each section of the lesson students will take to complete? If they have a better picture of timing, they can work towards completion + add a sense of urgency. Students should think that the task in front of them is the most important thing to complete in the timeframe - keeps engagement up!

Suggestions

- I can tell you want to (and do!) support your students. Having a list of resources *in your plan* can be helpful when creating your materials. Students might not know the benefits of wind - what sites can they be pointed to (besides a Google search) to help them?
- I will suggest keeping **Homework** aligned with your activities in class. Students are writing a short persuasive paper, but how can they prepare for this *in-class*? If you want students to write a short paper, give them a graphic organizer where they can answer questions that will help them write their paper (steps of design, importance, impact on world, etc.). This way students do not feel overwhelmed with having completed a design and *then* writing a paper! You can address both of these within the lesson itself!
- Also make sure you are attaching a **Learning Standard** - we should be working towards or embedding standards throughout our lessons.