



NOAA Teacher at Sea Lesson Plan



Title

Subject (Focus/Topic): In one phrase, state the general subject area that the lesson addresses.

Grade Level: State the grade levels at which this lesson is specifically directed.

Average Learning Time: State how long it will take to teach this lesson in class periods, minutes, hours, days or weeks, etc.

Author: Name
School, School address
e-mail (optional)

Creation Date: List the date you created this lesson

LESSON PLAN DESCRIPTION

Lesson Summary (Overview/Purpose)

In one sentence, state what the students will do (the action(s) they will take) to gain the understanding of what the lesson teaches.

Overall Concept (Big Idea/Essential Question)

In 1-3 sentences, state the overall concept the students will understand as a result of this lesson. (This may also be written as the main question the students will explore.)

Specific Concepts (Key Concepts)

List 2-5 specific concepts, based on the overall concept, the students will understand as a result of this lesson

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Focus Questions (Specific Questions)

List no more than 10 specific questions about the subject that students will explore in order to understand both the listed specific concepts and overall concept.

- 1.
- 2.

Objectives/Learning Goals

Using "Student will" statements, list what the students should know and/or do as a result of completing

this lesson. These are observable actions or tasks demonstrated by the students which show they have gained an understanding of the concept. All objectives should include four components: an audience (i.e. students), a specific behavior that the student will be able to perform after instruction (i.e. categorize), a condition under which the behavior will be completed (i.e. given 10 picture cards) and a degree of accuracy that the learner must achieve to reach acceptable performance (i.e. 8 out of 10 correct) These should be quantifiable.

Example: Given 10 picture cards displaying marine life, students will be able to categorize the cards into their corresponding animal classification with 80% accuracy.

Note: Objectives should correspond to the Assessment and Evaluation component of the lesson.

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Background Information

State any information needed in order for this lesson to be taught most clearly and accurately. What do students need to know to succeed with the lesson? Offer common pitfalls, special notes, or hints in what to look out for in this lesson.

Common Misconceptions/Preconceptions

State any common preconceived ideas or misconceptions that students may have about the topic of the lesson.

Teaching Materials

List all the materials necessary to teach this lesson. Also list any materials included in this document (such as assessments, worksheets, data, handouts, answer keys, slides, etc.) in the order they appear.

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Technical Requirements

List any technical resources needed to teach the lesson.

Teacher Preparation

State the necessary preparations the teacher will need to make in order to teach this lesson most effectively

Keywords

List no more than 5 new words students will be expected to know and use after completing the lesson.

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Pre-assessment Strategy/Anticipatory Set (Optional)

State the introduction to the lesson that will be used to get students motivated to take part in the lesson. Explain any pre-assessment activities that will be used to activate students' prior knowledge.

Lesson Procedure

List the specific steps to follow in order to teach the lesson.

- 1.
- 2.
- 3.

Assessment and Evaluation

Explain how students' learning of the concept will be assessed and measured.

Note: The assessment and evaluation component should correspond to the objectives.

Standards***Next Generation Science Standards (NGSS) or State Science Standards Addressed***

List all the NGSS or state science standards that this lesson addresses. The Next Generation Science Standards can be found online at: <https://www.nextgenscience.org/>. Other subject standards may be used here, if the teacher does not teach science.

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Ocean Literacy Principles Addressed

List all the main Ocean Literacy Essential Principles and Fundamental Concepts this lesson addresses.

Refer to the Ocean Literacy brochure and matrix available online at:

<http://www.coexploration.org/oceanliteracy/documents/OceanLitChart.pdf>

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Other National or State Science Standard(s) Addressed (optional)

If this lesson addresses additional subject standards, please list them here.

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Additional Resources

List any books, articles, Web sites, videos, etc. that may enhance this lesson for students, teachers, parents/guardians or others. *Be sure to test all hyperlinks to ensure they are functional.*

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TITLE OF INCLUDED ITEM

IF THERE ARE ANY INCLUDED TEACHING MATERIALS

(assessments, worksheets, data sheets, handouts, answer keys, slides, graphics, etc.):

1. Start each one on its own page.
 - a. Insert a page break [**CTRL + Enter**] or a section break [**Layout ribbon → Breaks → Next Page**] at the end of the prior content.
2. Type the title at the top of the page in the Heading-2 style (as on this page).
 - a. The title will serve as the identifier for blind (and sighted) users
 - b. Lines for students to write their name, date, etc. (as in worksheets), can be inserted below the title.
3. Insert content:
 - a. **METHOD #1:**
 - i. FOR most types of teaching materials.
 - ii. Paste or enter content below the heading, filling one or more pages.
 - b. **METHOD #2:**
 - i. FOR: preformatted items such as **slides**, forms, and posters
 - ii. Enter another section break and insert item(s), beginning on the next page.
 - iii. This page will then serve as a title page, which may contain information about the following item.
 - iv. Skip *Step 4*, below.
4. Use Heading 3, Heading 4 and Heading 5 styles as needed to mark different sections within your content.
5. Delete this instruction box.

IF THERE ARE NO TEACHING MATERIALS: Delete this page.