

**Weather Lesson Plan**Lesson Segment Focus WeatherLesson 1 of 3Course & topic addressed What's the Weather like Outside?Date 8/20/2022 Grade 3rd**Student Outcomes**

Specific learning objectives for this lesson.	To understand what the weather conditions are like.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	There are no other previous lesson.
Knowledge of students background (personal, cultural, or community assets)	No knowledge of students background personal, cultural, or community is needed to be known.

**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.	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ESS2.D: Weather and Climate ♣ Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)
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**Academic Language Support**

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?	
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Snowy</b> <b>Sunny</b> <b>Windy</b> <b>Cloudy</b> <b>Rainy</b> <b>Weather</b>
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## Materials

Materials needed by teacher for this lesson.	Computer with internet Weather made movie Youtube Weather board
Materials needed by students for this lesson.	Pencils Crayons Paper Weather journals

## 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.
30 minutes	<b>Introduction:</b>	<p>As the teacher, our lesson will be with the use of technology. First play the youtube video as an introduction to the lesson.  <a href="https://www.youtube.com/watch?v=YbAWny7FV3w&amp;t=108s">https://www.youtube.com/watch?v=YbAWny7FV3w&amp;t=108s</a></p> <p>Next play the Weather movie made from adobe spark</p> <p>This movie is interactive with the lesson. Allow The class to interact as a whole, pausing the movie as needed.</p> <p>After the movie plays, show the students how to draw their charts to record daily weather. The chart will need a column for each: Type of weather, temperature, what it feels like, and what they chose to wear according to the weather.</p>

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.
30 minutes	<b><u>Instruction:</u></b>	The students will watch a youtube video to get started as an introduction to weather. Then the students will watch the weather movie and interact as a whole, answering their answers out loud. When the movie asks them to get out a piece of paper the students will write on one side what weather means to them. On the other side students will draw a picture of their favorite type of weather. Then the students will get out their journal and draw their daily weather chart as the teacher instructs them to do. Every day the students are to chart the weather as the bellwork, then as a class at the end of the year discuss their findings as a class.
10 minutes	<b><u>Closure:</u></b>	In closing the students will be able to discuss the different types of weather confidently

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>To modify instruction, I may pause the movie and discuss more in detail or allow students to watch the movie from an ipad or laptop with headphones so they can go at their own pace.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will be giving my one on one instructional time to each student discussing the lesson, their picture, and what weather means to them.</p>
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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>