

Lesson Plan Template

Lesson Segment Focus The SeasonsLesson 1 of 1Course & topic addressed Earth Science/Space Systems Date May 5th, 2022 Grade First

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> - Students will gain a better understanding about each season - Students will be able to fill out graphic organizers about the seasons in groups and as individuals.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In the previous lesson, students grasped the concept of how the Earth rotates the sun. In this lesson the students will go more into detail of what each season is/means.
Knowledge of students background (personal, cultural, or community assets)	<ul style="list-style-type: none"> - Students will already have a clear understanding of revolution.

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.	<p>1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.</p> <ul style="list-style-type: none"> ■ ESS1.B: Earth and the Solar System ■ == Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<ul style="list-style-type: none"> - I will provide models and vocabulary words around the classroom to provide a better eye to eye understanding of the academic language in this lesson. - To provide different supports for all students with different language developments, I will provide plenty of examples to the work, one on one support if able, more participation handouts, as well as fair groups/pods so the students can learn from each other as well.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Revolution Earth Sun Seasons Spring Summer Fall Winter
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Materials

Materials needed by teacher for this lesson.	Large sheets of lined paper Pen/marker Created graphic organizers
Materials needed by students for this lesson.	Graphic organizers Daily recording organizer Composition notebooks Color pencils

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.
2 – 2 1/2 hours at most	Introduction:	<p>As the teacher, I will teach the students the weather song, “What’s the weather? What’s the weather? What’s the weather like outside? Is it rainy? Is it sunny? What’s the weather like outside?” This is a great introduction to getting started with their recordings of the weather every morning as their bell work. To make their recordings, I will provide a graphic organizer to stay in their bellwork folder year round. For the lesson, I will place large sheets of paper on the white board. Each titled either spring, summer, fall, or winter. I will call students to discussion and ask them questions like, “What is the weather like in spring?” or “What holidays do we celebrate during winter?” As they answer I will write their answers down and go over each answer. The students should be able to define the seasons pretty easy by the end of the lesson on their own, so as the teacher I will send them to their desks to work on a graphic organizer on their own and I will take down the one we did as a class. My assistance will be given as needed to the students. I will then pass out their composition notebooks for them to do their daily lesson journal. After journals are complete I will ask a few students to share.</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.
		I will not make them share out loud so if less than three students share, I will place them in groups to discuss as a group.
2 – 2 1/2 hours at most	<u>Instruction:</u>	During the entire school year the students will track temperatures at the first and middle of every month. Even though this lesson will only take a short amount of time, it will be nice for them to see the seasons for themselves. Students will have a handout in their folder all year long for the recordings, they also will do recordings with a different partner every recording session day. For the lesson, students will sit at the circle time carpet. Large sheets of paper will be put across the white board each one will say either fall, spring, summer, or winter as the heading. Students will be able to discuss as a class what each season is(these will be written under the headings). Then students will name off things/holidays that happen during these seasons. After the class discussion students will return to their chairs where they will complete a graphic organizer of the same thing discussed and written on the big pieces of paper (class discussion papers will be taken down so this will come from their memories). Students will use their personal graphic to help them as they write in their composition notebooks what they learned about each season, how each season makes them feel, what their favorite season is and why, students must use every vocab word at least once and highlight them, and lastly draw a picture of their season in their notebooks. 2-3 students may share their entries if comfortable and if no one shares, students will break into groups to discuss their entries.
	<u>Closure:</u>	Lastly, students will take a small assessment quiz to show what they learned.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try) To modify for any student with a disability, I will partner the students first and modify that each student is trying to give their fair share of work in. Students that are in remediation, I can go over one season a day and the fifth day of the lesson do a review of all lessons. For students in intervention, larger group activities I feel would be best. Students with IEP/504, I could ask a parapro/resource teacher to give the one on one time Throughout the entire lesson. For students with LEP/ESL, I will try to provide physical objects such as cold water for them to feel for winter and other props for seasons.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional	(try) I will provide a class discussion, small group discussions, individualized work, group sharing, fun activities, and an end lesson formal assessment.
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strategies to ensure all student needs are met?	
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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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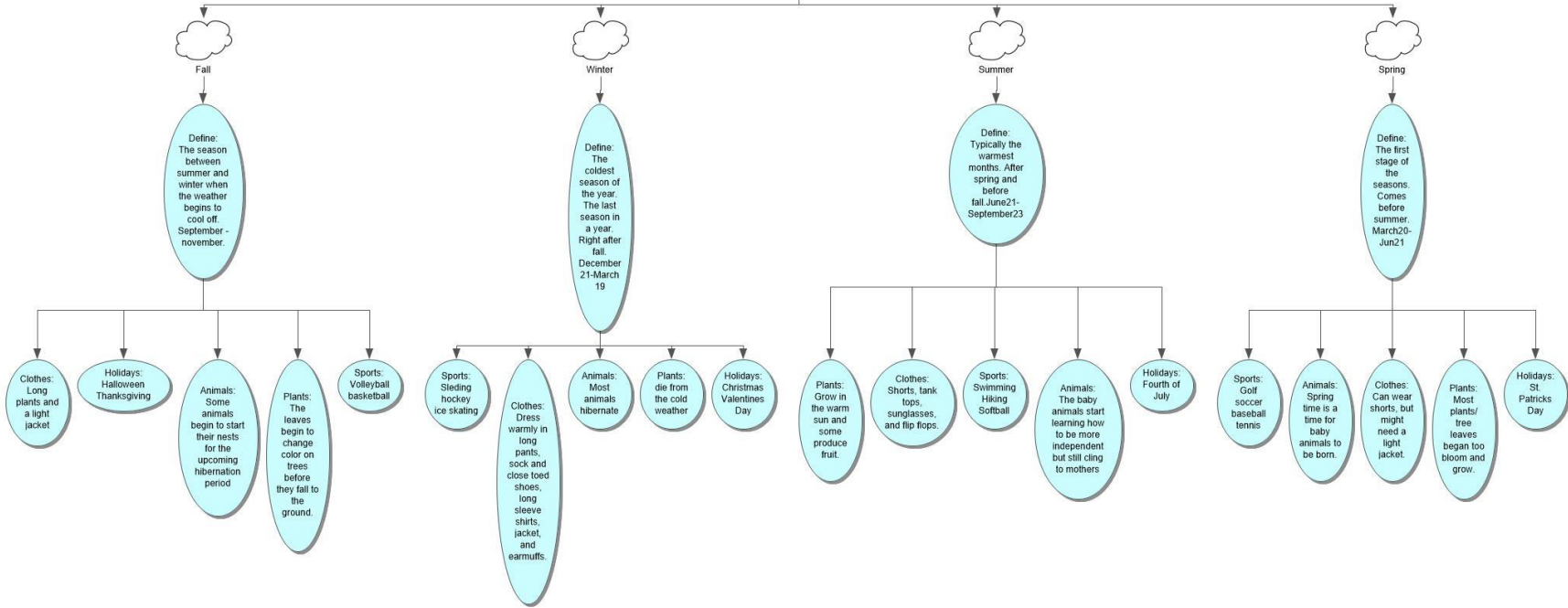
Lesson Reflection/Evaluation

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/Resource11a.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>

The Seasons



Daily Weather Record

Date	Time	Temperature °F	What is feels like outside	What you are wearing
8/22/22				
9/1/22				
9/21/22				
10/3/22				
10/19/22				
11/1/22				
11/18/22				
12/1/22				
12/16/22				
1/9/23				
1/23/23				
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