

## Lesson Plan Template

**Lesson Segment Focus: Science & Weather**

**Lesson 2 of 3**

**Course & topic addressed: Identifying Weather**

**Date: November 11, 2018 Grade: K**

### Student Outcomes

Specific learning objectives for this lesson.	Understanding the basic types of weather. Sunny, windy, snowy, and rainy. Understanding how the weather impacts our daily routines. Understanding how we can check the weather through forecast.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Knowledge of identifying weather types.
Knowledge of students background (personal, cultural, or community assets)	N/A

### 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.	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, or warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon or the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations is limited to whole numbers and relative measures such as warmer/cooler.] K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* [Clarification Statement: Emphasis is on local forms of severe weather.]
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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?	I will use a variety of instructional methods in order to reach every student. Class discussion, Padlet integration, and individual worksheet assignments.
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### Key Vocabulary

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

Materials needed by teacher for <b>this lesson.</b>	Smart Board or projector Weather Worksheet
Materials needed by students for <b>this lesson.</b>	Pencils Crayons

### 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.
10 min	<b><u>Introduction:</u></b>	First, I will ask the student if they remember our previous lesson on weather. I will ask them to share what information they remember. Next, I will ask for volunteers to describe the weather today.
20 min	<b><u>Instruction:</u></b>	To begin the lesson, I will display the Padlet board onto the Smart Board.  Next, I will use the smartboard and class discussion to ask students if they can tell me all the different types of weather. (Padlet Board will assist students thinking) Since this is lesson two, students should be able to accurately describe characteristic of weather.

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 then assign a few worksheets in order to assess students' knowledge.
15 min	<b>Closure:</b>	To close the lesson, I will invite each group to share their work with the class.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	For students who need additional support, I can have them focus on one type of weather for the lesson instead of all of them. This may require me to help them in catching up, but it is a slower and more in depth process that will help remediation students.  Students with hearing or vision impairments may need to be positioned at the front for reading and iMovie time. Seating arrangements are crucial.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>Variety of instruction will include group learning, individual worksheet assessment, and class discussion.</b>
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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/ed3fd026-939f-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>