

Lesson Plan Template

Lesson Segment Focus: Science & Weather

Lesson 1 of 3

Course & topic addressed: Identifying types of 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)	No prior knowledge necessary. This is an introductory lesson.
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, iMovie, group reading, individual worksheet assignments and group work will be implemented for this lesson.
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Key Vocabulary

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

Materials needed by teacher for this lesson.	iMovie Presentation Weather Worksheet “What Will the Weather Be Today” by Paul Rogers
Materials needed by students for this lesson.	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	<u>Introduction:</u>	First I will ask the students a variety of questions in order to intrigue them about the lesson. This will include “Does anyone know the weather today?” “How many of you like to know the weather before you get dressed for school?” “How can the weather change the way you plan your day?” “What is your favorite kind of weather?” etc. This will be class discussion. Next, I will inform the students we will be learning how to “observe” the weather.
30 min	<u>Instruction:</u>	To begin the lesson, I will read aloud “What Will the Weather Be Like Today?” by Paul Rogers.

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.
		<p>Next, I will use the smartboard and class discussion to ask students if they can tell me all the different types of weather. This will bring discussion for the characteristics of sunny days, rainy days, snowy days, hot days, cold days, etc. I will fill in the gaps as needed for instruction.</p> <p>Next, once I feel as if students have an understanding of the different types of weather, I will use the short iMovie. This is a fun, musical integration for students.</p> <p>Next, I will use a weather worksheet to gauge students understanding of the lesson. Once the formal assessment is finished, I will move to a group activity.</p> <p>For group work, I will put students into groups of three. Using large paper, I will ask each group to think of their favorite type of weather and to color a picture to display that type of weather.</p>
15 min	<u>Closure:</u>	To close the lesson, I will invite each group to share their work with the class. I will ask each group to describe their drawing.

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>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.</p> <p>Students with hearing or vision impairments may need to be positioned at the front for reading and iMovie time. Seating arrangements are crucial.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional	Variety of instruction will include group reading, iMovie presentation, individual worksheet assessment, group work and class discussion.
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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/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>