**Name:** Brynn Bowlin

# Lesson Plan: Observing Weather

**Lesson Segment Focus:** Local Weather Patterns          **Lesson:** 1 **of** 4

**Course & topic addressed:** Science, Weather          **Date:** November 26, 2019          **Grade:** Kindergarten

## Student Outcomes

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| Specific learning objectives for this lesson. | Students will observe the local weather and describe the patterns that they see. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students already know what the types of weather are (sunny, rainy, warm, cold, etc.) but have not observed and made connections of the patterns associated with each type. |
| Knowledge of students background (personal, cultural, or community assets) | Students may have experienced other weather patterns from living in different areas of the country and can describe to the class the patterns that they noticed there. |

## State Academic Content Standards

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| 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. |

## Academic Language Support

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| 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 provide vocabulary sheets with illustrations of each of the different types of weather. My students will also be exposed to many different activities that appeal to all of the learning styles (listen, visual, kinesthetic). |

## Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Sunny, cloudy, rainy, warm, cool, windy, snowy, hail, snow, frost, stormy, cold |

## Materials

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| Materials needed by teacher for **this lesson**. | Weather chart, weather report worksheets, vocabulary worksheets, paper and crayons/markers, journal entry worksheets. |

| Materials needed by students for **this lesson**. | Weather report worksheet, vocabulary worksheet, materials to create poster, several copies of the journal entry worksheets. |
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## 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. |
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| 10 minutes | **Introduction**: | 1. Begin with the warm-up activity: Gather students to choose the appropriate card that describes the weather for that day.<br>2. Once completed, have students create their own weather reports using the worksheet on the Padlet Board. |
| 30 minutes | **Instruction:** | 1. Students will get into groups that I have chosen for them.<br>2. The teacher will hand out one copy of the vocabulary sheets for each student and the poster materials needed (poster paper, markers, colored pencils, etc.)<br>3. Students will create a poster that illustrates the different types of weather (sunny, cloudy, rainy, etc.). They will be required to chose at least 7 of the weather types provided on the vocabulary sheets. |
| 10 minutes | **Closure:** | 1. Have students create journal entries as homework every day of the lesson.<br>2. At the end of each lesson in the series, the class will come together and describe what the weather was like as well as any patterns that they have observed.<br>3. Students should describe patterns such as that it is usually cooler in the morning than in the afternoon or should compare the number of sunny days and cloudy days. |

**Accommodations/Modifications**

| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? | Remediation: I would thoroughly describe the weather types so that they have a clear understanding of them.<br><br>Intervention: I would create smaller groups and check for understanding before they work on their own.<br><br>IEP/504: I would provide more appropriate vocabulary illustrations that are easily recognizable.<br><br>ESL: I would create vocabulary worksheets with their first language as well as in English. |

**Differentiation:**

| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I would create several labs and activities that appeal to each of my student's learning styles. In doing the group activity, they will be assigned roles according to their needs and abilities to ensure that each one has their needs 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). | ✓ Formative /☐  Summative | Grading of their Weather Reports |
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| | ✓ Formative /☐  Summative | Participation and Quality of group work |
| | ✓ Formative /☐  Summative | Recording of their journal entries |

**Research/Theory**

| Identify theories or research that supports the approach you used. | Constructivism: people are responsible in creating their own understanding of the world and using what they know based on previous experiences in the process of linking new information to these experiences. |
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**Lesson Reflection/Evaluation**

| What went well? What changes should be made? How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |
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