

Name **Brittney Curran**

Lesson Plan

Learning Segment Focus: Weather and 4 SeasonsLesson One of OneCourse & topic addressed: ScienceDate February 1, 2020Grade Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe characteristics of the weather and will also be able to tell the differences between the 4 seasons and different categories that fall under each season.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Unless learned in preschool, the kindergarteners have no prior knowledge of the weather and 4 seasons. Therefore, this lesson will provide basic knowledge about weather and the 4 seasons that can be expanded on in future grade levels.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students come in contact with the weather every day, so they will be able to apply what they learn to the current weather and season during the time of this lesson.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	ESS2.D: Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Weather, Climate, Temperature, Season, Fall, Summer, Winter, Spring
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	To provide varying support for students at different levels, I will give many examples for each category of the seasons, and I will also walk around the room to assist students who are having a harder time but do not want to ask their questions in front of the class.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Projector, Smart Board, Inspiration, Paper Handouts, Pencil or Crayon
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	N/A
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Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 Minutes	<p>Introduction:</p> <ul style="list-style-type: none"> Ask and answer questions 	<p>I will begin by explaining to the students that we will be covering weather and seasons. I will ask if any of the students know what a season is and see if they can explain to the class.</p> <p>I will then elaborate on their answer (if there is an answer) and I will describe that we have 4 seasons and describe what weather is.</p> <p>I will allow for a few questions from the students before we begin the lesson. I will then pass out the handouts.</p>
35 Minutes	<p>Instruction:</p> <ul style="list-style-type: none"> Group collaboration 	<p>I will start by explaining to the students about weather, I will describe some of the characteristics of the current weather, and I will have them tell me if it is hot or cold outside. I will also go into a little bit of detail about each of the seasons. After they have a basic understanding of the weather and the seasons, I will give the students a hand out.</p> <p>We will work to fill out this hand out together, so I can ensure that the students understand what to do. Under each season, there is a place for the student to give an example of a month, the weather, an activity, and type of clothing associated with that season. I will walk through each season with the student and have them give input on each category.</p>
5 Minutes	<p>Closure:</p> <ul style="list-style-type: none"> Ask questions Main take-away 	<p>I will ask 4 different students to share the most interesting thing they learned from the lesson or one of the things they wrote under one of the seasons.</p>

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i>	To modify students with learning disabilities, rather than having them fill out all 4 sections for all 4 seasons, I can just have them fill out just the kind of weather experienced in each season, so they are still learning, but not having to do as much work.
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<i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	This lesson will be beneficial for all types of learners. Visual learners will benefit because they can see the diagram made by Inspiration. Auditory learners will also benefit when they hear me talking about the weather and different seasons. Finally, kinesthetic learners' needs will be met because students will be working to fill out the diagram.
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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	At the end of the lesson, I could have the students play the game 4 corners, but instead of 4 corners, call it 4 seasons. Each corner of the room stands for a different season, and I will call out something that falls under a season and have the students move to that side of the room.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

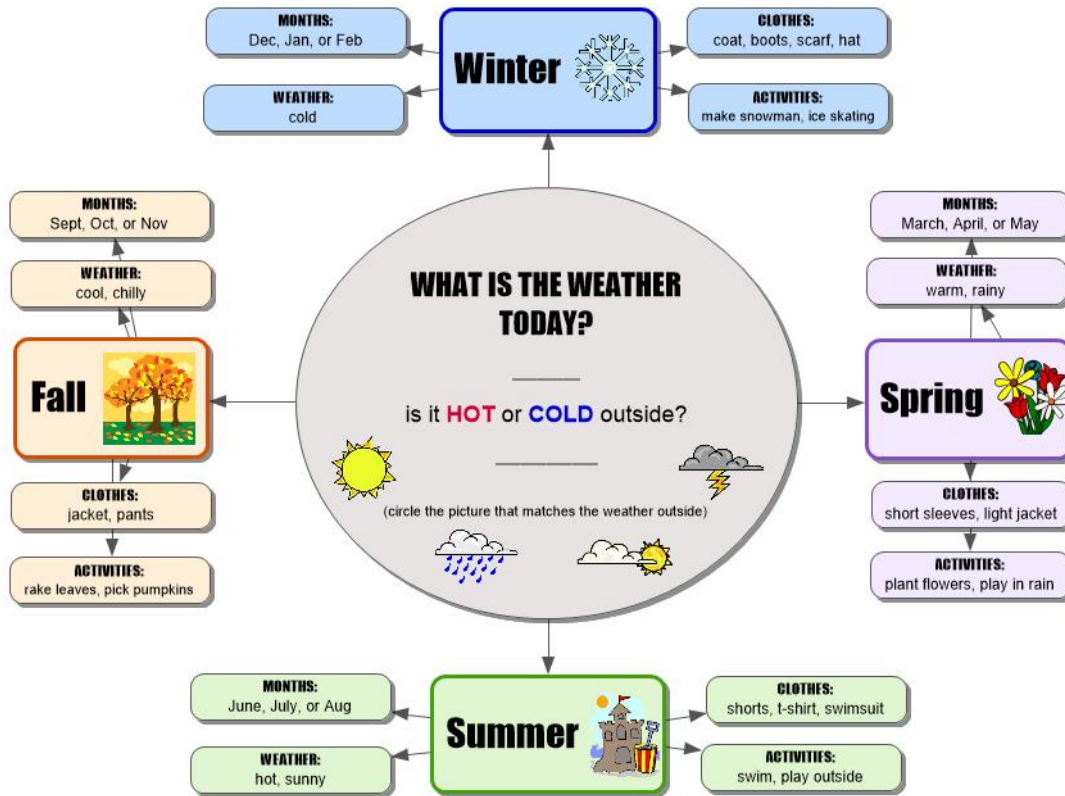
Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	Something I learned in one of my education classes is to be as thorough as possible with the students when it comes to assignments. I can't assume that they know anything, so before I can talk about weather and 4 seasons, I have to make sure that they understand the vocabulary associated with this topic, so a few students aren't left behind.
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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&qI=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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