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Lesson Plan

Learning Segment Focus: Weather Changes

Lesson 1 of 1

Course & topic addressed: Science/ WeatherDate: 04-4-2022Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> - Students will learn about the different types of weather changes. - Students will be able to identify the weather.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	This task will help students prepare for the day by telling what type of weather it is and preparing for that weather.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Weather all depends on where you are at on the earth. It might be sunny here but storming in New York.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	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.]
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> - Weather - Sunny - Rain - Stormy - Snow
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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	<ul style="list-style-type: none"> - I plan to provide vocabulary words and pictures to describe the different types of weather outcomes.
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address all three Academic Language Demands (vocabulary, syntax, and discourse)?	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> - Pictures of different weather types - Pen or marker - Graphic organizer - Computer - Projector
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> - Graphic organizer - Cutout pictures of different weather types - Glue - Crayons - Scissors

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)
15 – 30 minutes at most	<u>Introduction:</u>	I will play a song about the weather. Then introduce the lesson with a question of what is the weather like outside today? The students will answer. We will discuss each weather outcomes and what would be the most ideal things to wear for that type of weather.
30 – 45 minutes at most	<u>Instruction:</u>	First, we will use our scissors to cutout the pictures that we will be using. There are 4 different boxes. With the glue stick we will glue every cutout picture that goes in each box. After all the cutout pictures are on the page, we will color the pictures with crayons.

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)
15 – 30 minutes at most	Closure:	We will go over the correct things in each box. Then we will end the lesson with singing with the song about weather.

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	To modify for any students with a disability, I will have them buddy up with a student and try to give their fair share of work. Another way I could help modify is to go over each box with the class and we do the activity together. That way they are putting their input in.
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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.)	I will try fun activities, individualized work, group work, and group discussions.
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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	Verbal quiz
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Pop quiz
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Review

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 .	IDK
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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>;
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