

Lesson Plan

Learning Segment Focus: Science

Lesson 1 **of** 3

Course & topic addressed Different types of weather and the 4 seasons. **Date:** 12/2/20 **Grade:** Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will learn about the different types of weather and identify the 4 types of seasons.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students are expected to learn and observe weather and the different weather conditions in Kindergarten, they are also expected to learn about the four seasons in this grade by state standards.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	It is important for students to be able to identify potentially dangerous weather conditions to keep them safe and out of harms way.

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
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Weather, Seasons, Patterns, Climate
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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)?	I will create a board in my room around the calendar area that goes over the different types of weather and the seasons. We will have a spot near the calendar where we can change the season to match the calendar as the year progresses. For weather we can have a Velcro spot on the front marker board where we will decide as a class what the weather is for that day and put up a photo that depicts the weather condition on the Velcro strip.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Projector, Smart board, Computer, Speakers, Coloring sheets, coloring pencils, pencils, markers, crayons, headphones.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Coloring pencils, Pencils, Markers, Crayons, Headphones.

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)
20 Minuets	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Watch “Check out the Weather” music video, sing as a class • Watch “Four Seasons Song”, sing as a class • Discuss what the weather is like today and what season we are currently in 	<p>We will begin the lesson by letting the students stand up and sing and do the class dance to the “Check out the Weather” song and the “Four Seasons song”. After the songs the students will be asked to sit down and I will ask the class what season they think we are currently in and ask them what they think the weather is like today.</p>
60 Minuets	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Watch “The Weather for Kids” • Discuss what we learned over the video • Ask questions about the weather • Have students get the class chrome books out and log in • Have students play the Season Spinner Game on PBS Kids to learn more about seasons in a fun interactive way 	<p>After the class discussion we will watch “The Weather for Kids” as a class to learn more about the different types of weather. After the video we will discuss what we learned during the video and I will ask the students questions regarding the video. I will again ask what they think the weather is like outside depending on if the class go it right or wrong in the beginning. Next I will have the students come up table by table to get a computer and return to their seats and log onto the computer. After everyone is seated I will get everyone on PBS Kids to play the “Season Spinner Game”. This is a fun and interactive way to help students learn about the 4 types of seasons.</p>
30 Minuets	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Have students put away the computers and return to their seats • Pass out Weather and Season coloring sheets • Allow students to color for the remaining time • Have students pack everything up and prepare for the next lesson 	<p>I will have students come up to put the computers up and plug them up to charge table by table. Once everyone is seated and all the computers are put up and charging I will pass out coloring sheets over the weather and seasons for the class to color and take home to their families. After 20 minuets of coloring I will have the students pack everything away and get ready for the next lesson.</p>

Accommodations/Modifications

How might I modify instruction for:	.
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Remediation? Intervention? IEP/504? LEP/ESL? (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.)	
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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

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.	
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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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