

Name Heather Bengé

## Lesson Plan

**Learning Segment Focus** Seasons throught the year **Lesson** 1 **of** 4  
**Course & topic addressed** Science/ weather of different seasons **Date** 10/13/2020 **Grade** K

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	<ul style="list-style-type: none"> <li>• The students will learn about the different weather conditions of each season.</li> <li>• The students will learn what the seasons are.</li> <li>• The students will learn how to dress themselves to prepare for different weather elements.</li> </ul>
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	<ul style="list-style-type: none"> <li>• The students have been learning about months of the year.</li> <li>• We have briefly discussed which months are included in which seasons.</li> <li>• We have discussed the different types of equipment and apparel that can be used and worn in different weather conditions.</li> </ul>
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	<ul style="list-style-type: none"> <li>• Students in the classroom come from an array of socioeconomical statuses.</li> <li>• Students in the classroom come from different cultural backgrounds.</li> <li>• Students have moved from different areas of the country, some have not experienced the weather that we have here in Arkansas.</li> </ul>

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</b> [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 <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Weather</b> <b>Temperature</b> <b>Winter</b> <b>Spring</b> <b>Summer</b> <b>Fall</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>I will be using PowerPoint to teach the children about the different seasons. It will give them visual images of different weather patterns that can occur in each season. The students will be able to identify the images and understand how to dress or prepare for the different weather models of each season.</p>
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Computer and projector to display the PowerPoint</li> </ul>
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> <li>• nothing</li> </ul>

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
5-10 mins.	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Begin lesson with the introduction of seasons and weather.</li> </ul>	I will prepare the projector for my PowerPoint while discussing the weather of the day and asking the children what season they think we are in.
30-35 mins.	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Begin the PowerPoint to instruct the children about the lesson.</li> </ul>	I will begin the lesson by identifying and discussing the four seasons. Within the discussion I will find out what they already know about each season . For example, the characteristics of each season . We will talk about which season each month falls in. We will discuss the temperature and weather changes of each season. I will ask the children what their favorite characteristic of each season is. Once the learning has taken place, I will engage the students in a game. I will tell them that I'm thinking of a season and have them ask me questions to try and figure out which season I'm thinking of.
5-10 mins.	<p><b><u>Closure:</u></b> Q&amp;A</p>	We will discuss each child's favorite season. We will then have a mini discussion session prior to closing the lesson.

**Accommodations/Modifications**

How might I <b>modify</b> instruction for:	I will make sure that each student can easily view the PowerPoint. If there are
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<p><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.)</p>	<p>issues, I can change the seating arrangement for better viewing. I could also print out the PowerPoint pictures for easier viewing.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>We can use the app entitled, My Weather-For Kids. I could introduce them to this app, send a note home with the child to introduce the parents as well. This will involve parents in learning about weather with their children by using this app.</b></p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The students will participate by answering questions throughout the activity.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>I will do a group assessment on their knowledge of weather, seasons, and the months they occur in.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>Utilizing the PowerPoint with vivid illustrations and explanations will fulfill audio and visual learning needs.</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>