Name: Hayley Capps

Lesson Plan

Learning Segment Focus: **Weather and Climate**   Lesson   1   of   1

Course & topic addressed: **Observations of local weather conditions**

Date: 3/4/20 Grade: K

Student Outcomes

Specific learning **objectives** for this lesson.	Students will create a game showing what winter weather conditions will look like through a coding app. They can show a simple snow flurry or a blizzard.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have seen snow, but need to know how it is formed and what causes it to stick to the ground.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	This can help them later on in life, specifically when driving or walking, they can know depending on how wet the ground is and the temperature if the snow/ ice will stick to the ground.

State Academic Content Standards

the **state academic content standards** with which this on is aligned. Include abbreviation, number & text of the dard(s).	**K-ESS2-1** Use and Share observations cal weather conditions to describe patterns over time.

Key Vocabulary

t vocabulary terms/content specific terminology must be addressed for students to er the content?	1. Snowflakes 2. Blizzard 3. Ice 4. Temperature

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)?**	On the science word wall, these words will be placed. Before going over these words I will have students write down then discuss what he/she thinks each word means in their own definition. Drawing out what each individual student thinks a snowflake looks like will open each others eyes so they know that they all don't look the same. There is enough time allowed to play around with how they want their snowflake to appear in the app. If a student needs help, I will be walking around the classroom constantly.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Hopscotch - Programming for Kids, computer/ipad
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Hopscotch - Programming for Kids, computer/ipad, paper, color pencils, pencil

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)
10 minutes	**Introduction**: Review (10 min)	Ask each student what their favorite season is. Go over each vocabulary word refreshing their memory about what winter weather is like.

25 minutes	Instruction:	
	Artistic Drawing (5 minutes)	Students will draw what they think a snowflake looks like. They can add color if they want to.
	Coding App (20 minutes)	Students will place a snowflake into the coding app and add different filters to see what each scenario could look like. For example, pressing the bounce filter makes the snowflakes appear everytime you click the screen. The faster you click the screen, the faster the snowflakes pop up. This could easily resemble a blizzard.
15 minutes	**Closure:** Sharing (15 minutes)	Have each student share what design they came up with for their snowflake. They need to specify what scenario they were trying to portray.

Accommodations/Modifications

How might I **modify** instruction for: _Remediation?_ _Intervention?_ _IEP/504?_ _LEP/ESL?_ (All students who have plans mandated by federal and state law.)	I will check specific ideas that the student needs remediation on and try to incorporate it into the lesson without pointing out the certain student. Many students need one on one lessons, and if that's what they need, then that's what I will provide.

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 provide specific detailed instruction written on a sheet of paper for each student to follow along. Students will be encouraged to incorporate other weather patterns if they are completely understanding how to create the snowflakes.

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).	x☐ Formative / ☐ Summative	Hopscotch-Programming for kids
	☐ Formative / ☐ Summative	
	☐ Formative / ☐ Summative	

Research/Theory

Explain **connections to theories and/or researc**h (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.**	This activity can not only help students visualize the complexity of snowflakes, but also learn how to use a coding app. This app can easily be downloaded on a phone for the student to use at home with parents.

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*

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;
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