## Name: Keely James

# **Lesson Plan**

## Learning Segment Focus: The Four Seasons

Lesson 1 of 4

## Course & topic addressed: Understanding the Seasons

## **Student Outcomes**

Understanding each of the four seasons.
This lesson can be taught with having prior knowledge of the weather and the patterns it holds
throughout a year span.
This is beneficial and appropriate for student when it comes to their everyday lives. This teaches
them a new way to understand the weather and the world around them.

## **State Academic Content Standards**

List the state academic content	3-ESS2-2 Obtain and combine information to describe climates in different regions
standards with which this lesson is	of the world.
aligned. Include abbreviation, number &	
text of the standard(s).	

#### **Key Vocabulary**

What vocabulary terms/content specific	Seasons
terminology must be addressed for	Meteorology
students to master the content?	Astronomy
	Fall/Autumn
	Summer
	Winter
	Spring

#### Academic Language Support

What are the <b>Academic Language Function</b> (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)?	

#### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books,	Electronic device
writing materials, computers, models, colored paper, etc.)	Pencil
	Paper

## Date: 12-3-2020 Grade: 3st

Materials needed by <b>students</b> for this lesson. (computers,	n/a
journals, textbook, etc.)	

## 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: Gather materials	To begin this activity, the students need to gather their electronic devices that they will need.
40 minutes	Instruction: Students will be creating a Padlet	The students will sit down and begin to create a Padlet on the internet. In this Padlet they will be explaining each of the four seasons of the year. Create 4 different columns to represent each season and provide information for each in comparison to the other seasons. The more information the merroir. Each category will need to have pictures included along with descriptions of the seasons. Students will be allowed 5 minutes to walk around the classroom and observe the other students Padlets.
10 minutes	<u>Closure:</u> Description paragraph	To close off the activity, the students will share their Padlets with the teacher and other students int the classroom and briefly white a short paragraph about their board.

## 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>LEP/ESL?</i> (All students who have plans mandated by	

## 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.)

#### Assessments: Formative and/or Summative

Describe the <b>tools/procedures</b> that will be	$\Box$ Formative / $\Box$ Summative	
used in this lesson to monitor students'	$\Box$ Formative / $\Box$ Summative	
learning of the lesson objective(s) (include	$\Box$ Formative / $\Box$ Summative	
type of assessment & what is assessed).		

#### **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.	

#### Lesson Reflection/Evaluation

What went well?	TO BE FILLED IN AFTER TEACHING
What changes should be made?	
How will I use assessment data for next	
steps?	

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: <a href="http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; <a href="http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx">http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx</a>;

http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;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;

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