



Name Lillian Cousins

Lesson Plan

Learning Segment Focus Weather Lesson 1 of 1

Course & topic addressed science and weather Date 2/3/20 Grade K

Student Outcomes

Specific learning objectives for this lesson.	The student will learn the different types of weather, and what it looks like.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Every day the students say the date and what it looks like outside so now they are just learning more about the types of weather. This will enhance their knowledge on the terms that have to do with weather.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students deal with weather every day. This will help them when they do not know what to wear, and when to dress warm or cold. Also, they will learn how this weather acts and if it is safe or not to be outside, and ways that they can find shelter if they need to.

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. K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Weather, rain, sunny, cloudy, tornado, lightning, wind
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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	The students are observing and recording data on a worksheet. They are learning about the climate and weather that happens on Earth. Before I start the lesson I will ask if any of the students know what any of the words mean and then I will go over it with them as like an introduction to the lesson and activity. After I talk about the key words, I will ask the students what the words mean again and see if they listened and if they understood so I know if I need to move on or go over the words again.
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Academic Language development? How do these supports 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.)	Model of the lesson to show the class.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencils, colored, pencils, markers, etc (anything that they can color in a block with)

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)
5 min	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Gather the students' attention • Bring them to the carpet • Talk about weather • Ask questions and see what the students know about weather • Why is it important to know what the weather will be like today or tomorrow? 	<p>The students will be sitting on the carpet with their hands in their lap sitting crisscross applesauce on their spot on the carpet looking up at me. I will be standing up in front of them on the carpet doing my introduction, and when I ask a question I will have the students raise their hands and I will pick on someone.</p>
10 Min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Students will be given a sheet that has a chart for Monday- Friday. • On this sheet there will be pictures of different types of weather • For each day, the students will color in the block that correlates with the weather for that day. 	<p>I will pass out the papers for them to color in throughout the week. I will explain the lesson and what we will be doing and how long it is going to take and how many days we will be doing it. After I have explained all of that I will ask the students what the weather is like today. After they all say what it is, they will fill in that spot for today.</p>

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)
	<p>Closure:</p> <ul style="list-style-type: none"> • Ask if they have any questions • Ask them what we will be doing to see if they listened 	I will have the students go and put their paper in their desk so it can be there for the next day.

Accommodations/Modifications

<p>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.)</p>	I can have a small group get together before I have the whole class together and ask them what they think the weather is. If they are having a hard time understanding I would just pull away the ones that are struggling and work with them as a small group and maybe even use an easier worksheet.
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Differentiation

<p>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.)</p>	By asking them questions and if they are understanding it, then asking them harder questions to see if I can make them challenged. Instead of weather, we could talk about climate and types of storms and what happens in storms.
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative /* <input type="checkbox"/> Summative	As they are filling in the blocks every day I will also fill in the blocks and at the end I will see if the students got anything wrong or if they colored in the right blocks.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>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.</p>	When the students are learning this they are learning how the weather changes and what they should wear and what it does to the earth and what happens when certain weather happens.
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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>;
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