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Lesson Plan

Learning Segment Focus Weather PatternsLesson 2 of 3Course & topic addressed Science Date 3/31/20 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will learn and understand the concept weather patterns.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The students have been recording data from the weeks of the number of sunny, cloudy, rainy, and cold days in Jonesboro. They have also started working with temperature.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The students have been working with weather and temperature, they will be comparing temperatures.

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. ESS2.D: Weather and Climate
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Chart Bar graph Compare Weather Pattern Temperature
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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 be using Microsoft Excel to put the data together and show the students weather in other parts of the state to show that it is different in different cities. They will see 3 different graphs for each city, then at the end there will be a graph that compares all three of them together so they can visually see the difference.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Projector, Computer, Microsoft Excel prepared for lesson
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Nothing

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)
8 min	Introduction: <ul style="list-style-type: none"> <u>Start Lesson</u> 	I will be getting the projector ready while talking about temperature for Jonesboro for the week.
30-35min	Instruction: <ul style="list-style-type: none"> Putting the Jonesboro information in Spreadsheets 	We will be talking about how weather patterns also go along with the temperature and how weather patterns can affect temperature. I will pull up the graphs to show them the differences between to cities.
5 min	Closure: <ul style="list-style-type: none"> Q/A 	I will ask them what they see and what is different and why they think that is. We will have a mini discussion then close the lesson.

Accommodations/Modifications

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.)	If students can not see the projection, I will have them move closer, and the bars for each city will be color coordinated. If a student is colorblind, there will also be labels for them to read so they can know which one is which.
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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?	There will be graphs and charts for them to see for a visual representation so they can see the difference.
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(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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	They will be answering the questions during the activity
	<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 .	It is good for students to see visuals because not all students are good with numbers or just hearing the data, they also need to see it so they can fully understand.
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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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