

## Lesson Plan 2

Lesson Title/#: The Four Seasons in a Year

Grade Level: 3<sup>rd</sup> grade

### Learning Central Focus

<p><b>Central Focus</b></p> <p>What is the central focus for the content in the learning segment?</p>	Discuss the different seasons, and the weather associated with each season.
<p><b>Content Standard</b></p> <p>What standard(s) are most relevant to the learning goals?</p>	<b>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</b>
<p><b>Student Learning Goal(s)/ Objective(s)</b></p> <p><b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson?</p> <p><b>Concepts and reasoning/problem solving/thinking/strategies<sup>1</sup></b> What are the specific learning goal(s) for students in this lesson?</p>	<ul style="list-style-type: none"> <li>• Know the four seasons in a year</li> <li>• Know the weather associated with each season</li> <li>• Be able to match weather patterns with the proper season</li> </ul>
<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<ul style="list-style-type: none"> <li>• Knowledge of the four seasons in a year</li> <li>• Knowledge of specific types of weather</li> </ul>

<sup>1</sup> The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	
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### **Instructional Strategies and Learning Tasks**

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b> 5-10 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<ul style="list-style-type: none"> <li>• Talk about what we know about weather and the different seasons in a year</li> <li>• Talk about our favorite times of the year</li> </ul>
<p><b>Instruction</b> 20-30 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p>	<ul style="list-style-type: none"> <li>• Talk about what the four seasons are</li> <li>• Break the four seasons down into:             <ol style="list-style-type: none"> <li><b>1. When is the season?</b></li> <li><b>2. What kind of climate do we see?</b></li> <li><b>3. What do we wear during that specific time of year?</b></li> </ol> </li> <li>• Students will fill out their own diagrams in their assigned groups</li> </ul>

<p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p><b>Structured Practice and Application</b> 15 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<ul style="list-style-type: none"> <li>• We will get feedback from each group, and come up with a group answer for each question.</li> </ul>
<p><b>Closure</b> 5-10 Minutes</p>	<p>We will break back up into our groups and discuss why the certain seasons are our favorite and what we like about the season.</p>

<p>How will you end the lesson?</p>	
<p><b>Differentiation/Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Students will work in groups to form their diagrams on what the seasons are. They will be broken up in groups based on their desk pods.</p>
<p><b>What Ifs</b></p> <p>What might not go as planned and how</p>	<p>If the students do not have an understanding about what the seasons are and how we tell when a season is.</p>

<p>can you be ready to make adjustment?</p>	
<p><b>Theoretical Principles and/or Research-Based Best Practices</b></p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p><b>Materials</b></p> <p>What materials does the teacher need for <b>this lesson</b>?</p> <p>What materials do the students need for <b>this lesson</b>?</p>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Smartboard</li> <li>• Blank diagram for group discussion</li> </ul> <div style="text-align: center;"> <p>The diagram is titled "The Four Seasons in a Year". It features a central title with four arrows pointing down to four seasonal icons. From left to right: a tulip flower labeled "Spring", a bright sun labeled "Summer", a red leaf labeled "Autumn", and a snowflake labeled "Winter".</p> </div> <p>STUDENT</p> <ul style="list-style-type: none"> <li>• Diagrams for group discussion</li> <li>• Pencil</li> </ul>

**Academic Language Demand(s):**

<p>What language function do you want students to develop in this</p>	
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lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

**Assessments:**

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?


### Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b>?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

**Resources:**

Attach each assessment and associated evaluation criteria/rubric.