



Lesson Plan

Learning Segment Focus: Difference in the Seasons

Lesson: 1 of 1

Course & topic addressed: Science and seasons

Date: 09/15/2020

Grade: K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify the four seasons and how it affects people, places, things, and events. The students will be able to describe the seasons in conversation and in writing.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	The students will be able to say what season it is based on what time of the year it is in. During calendar time the students are ask each day what the season is that day.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The season affects many different things in our life, the students will be able to know and how the seasons effect people, places, things, and events.

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.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Winter Fall Summer Spring
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	Weather
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Academic Language Support

<p>What is 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?</p> <p>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)?</p>	<p>The language that is presented in this lesson will be used every day in the classroom. When doing calendar time, the students are asked everyday what season it is, and they have to point to the correct season.</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>The Seasons by William Rice Example of Seasons worksheet Computer with access to internet Video from You Tube https://youtu.be/8Zjpl6fgYSY</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Crayons</p>

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 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> • Invite predictions about the books • Ask students if they know the 4 seasons in order 	<p>The teacher will show the students the book about seasons and ask for predictions, then the teacher will ask the students if they know the four seasons in order.</p>
25 minutes	<p>Instruction:</p> <ul style="list-style-type: none"> • During the reading Ask some questions as the teacher is reading the book to • After the reading Discuss the 4 seasons Discuss the student’s favorite season • Show video https://youtu.be/8Zjpl6fgYSY 	<p>The teacher will start out by showing the students the book and telling the students the title and the author. As the teacher is reading the books, she will be making sure her students are listening to the book. Every few pages she will call on random students and ask them a question about the page she just read or previous pages she has read to make sure all the students are paying attention. After the book is over the class will discuss the 4 different seasons and how they are different and alike. Then the teacher will share her favorite season and why it is her favorite season. She will then call on a few students and ask them what their favorite season is and why they picked that season. Before the students go back to their seats, they will watch a You Tube video about the four different seasons.</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)
15 minutes	<p>Closure:</p> <ul style="list-style-type: none"> Season's Worksheet 	<p>While the video is rolling the teacher needs to get the season worksheet to hand out to the students. After the student get to their desk with the worksheet the teacher will then explain what the student are to complete on the worksheet.</p>

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>	<p>One way that a teacher could modify this lesson would be on the worksheet. On the worksheet the teacher could write under each picture which what each season it was, and it would help students look at the top and find the word that looks the same and color it whatever color is says. Also, the color words are the actual color that the student needs to color that picture.</p>
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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>	<p>With the worksheets that I have made I have two different versions. If one student is struggling, I will give them the modified version of the worksheet to see if that would help the student better understand the seasons.</p>
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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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The students are able to recognize which picture is each season and color is based on the season.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or</p>	<p>Students need to hear the information the teacher is wanting them to learn. They need to use the information daily, during calendar time. Also, the students need</p>
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<p>national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>to be able to process the information well enough that they can do a worksheet with little to no help.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activity's 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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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

<https://www.education.com/lesson-plan/which-is-your-favorite-season/>
<https://teachers.net/lessons/posts/3713.html>

