

Name Sarah Palmer

Lesson Plan Template

Lesson Segment Focus Typical Weather in Certain Seasons Lesson 1 of 2

Course & topic addressed Science: Seasons Date September 6th, 2019 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe the different typical weather conditions in a particular season by using tables and graphs
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is the first lesson; students will build upon this information later.
Knowledge of students background (personal, cultural, or community assets)	Students will most likely come into this lesson with knowledge on the seasons based off of experience so far living through the seasons.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will use students prior knowledge to help the students learn the new material.
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Key Vocabulary

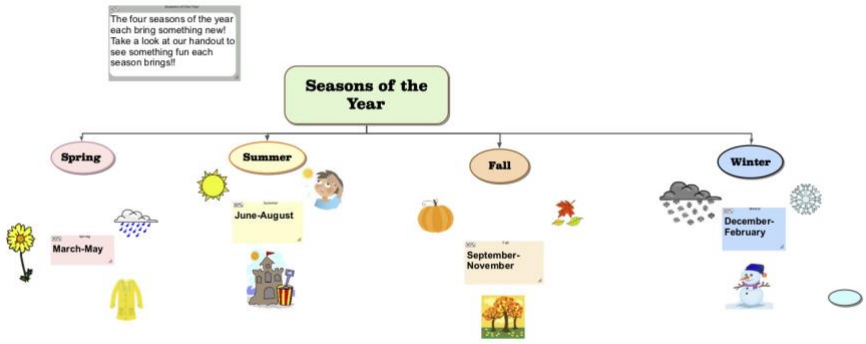
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Spring, Summer, Fall, Winter, Seasons, Weather
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Materials

Materials needed by teacher for this lesson.	Computer, Inspiration, Pictures, Handouts
Materials needed by students for this lesson.	none

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	<u>Introduction:</u>	I will start with a classroom discussion asking my students to name the different seasons of the year. I will then ask my students to tell me differences they can think of between summer and winter and then spring and fall.
20 minutes	<u>Instruction:</u>	To begin, I will pass out my handout to the students. I will then proceed to go through the handout with the students. I will continually ask my students different questions so that they can discuss with each other and then those who want to can share their thoughts with the class. This is one way that other students can learn from their classmates, to build confidence in answering questions in class, but also to see who I might need to spend time helping personally if I can tell that they are not understanding the material like they should. I will then walk my students through the differences in the seasons including things like how spring is when the flowers bloom, summer is typically very hot, fall is when the leaves turn orange, and winter is when it snows!

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		 <p>The four seasons of the year each bring something new! Take a look at our handout to see something fun each season brings!!</p> <p>Seasons of the Year</p> <ul style="list-style-type: none"> Spring (March-May): Sun, rain cloud, yellow jacket, daisy. Summer (June-August): Sun, beach chair, ice cream cone, child. Fall (September-November): Pumpkins, autumn trees, leaf. Winter (December-February): Snow, snowman, snowflake, ice.
5 minutes	Closure:	At the end of the lesson, I would like to have a short class assessment where my students draw an arrow towards the season and its matching data/pictures.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p>	<p>I would accommodate to students with certain disabilities that might cause them to need personal instruction or to be moved closer to the front. For students who did not understand the lesson the first time, I would begin personal instruction by asking them what they think about when they think of certain seasons. I would ask them to describe what the air felt like and what the trees and grass looked like. Going from there, I would dive back into my original lesson and check for understanding more often.</p>
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IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could come up with a song that might help students to remember the material. I could also come up with a dance to help students who learn by moving.
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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 type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	In my foundations of reading class, we have been learning about how beneficial classroom assessments are to teachers on knowing if their students understood the material or if it needed to be retaught. I also believe that students can learn different social skills and even learn some of the material from working together in small groups or sharing their answers with others around them.
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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/Resource11a.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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>