

## Lesson Plan Template

Lesson Segment Focus: Weather Seasons

Lesson 2 of 3

Course &amp; topic addressed: Weather

Date: November 13, 2019 Grade 3

### Student Outcomes

Specific learning objectives for this lesson.	The objective of this lesson is for students to be able to learn more about the different seasons and why they vary depending on the region.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have prior knowledge on what the seasons are. The pallet I have created will provide more knowledge for what the seasons are.
Knowledge of students background (personal, cultural, or community assets)	Students will have experienced the seasons in their own community.

### 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.	<p><b>ESS2.D Weather and Climate (weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time people measure these conditions to describe and record the weather and notice patterns over time.</b></p> <p><b>ESS2.D weather and climate (scientist record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.) (3-ESS2-2) (climate describes a range of an areas typical weather conditions vary over years)(3-ESS2-1)</b></p>
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### Academic Language Support

<p>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?</p>	
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**Key Vocabulary**

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p><b>Weather, seasons, climate, weather condition.</b></p>
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**Materials**

<p>Materials needed by teacher for <b>this lesson.</b></p>	<p>Padlet (seasons)</p>
<p>Materials needed by students for <b>this lesson.</b></p>	<p>Students will need their. Classroom technology device.</p>

**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><b>Introduction:</b></u>	During the first five minutes of the lesson, the teacher will introduce the weather seasons. The teacher will have her padlet for seasons pulled up on the projector screen. The first thing the class will do is watch a video on the weather seasons.

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.
30 minutes	<b><u>Instruction:</u></b>	<p>The students will all open up padlet and on the padlet page, students will all post a note on the padlet of what their favorite season is and why? The class will then have a classroom discussion over what their favorite season is.</p> <p>Next all of the students will click on all of the tabs on seasons and create a mini project on their favorite season and why. (this project can be digital or hand-written.</p>
	<b><u>Closure:</u></b>	Finally, the teacher will explain how this padlet can be used at home or in the classroom for additional research on weather seasons.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>.(try) I can give instructions in multiple ways so that students fully understand.</p>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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.	
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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>; <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>