

Lesson Plan Template

Lesson Segment Focus: Our Four Seasons

Lesson 1 of 1

Course & topic addressed: Weather and Climate

Date: 09/04/2019 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	The students will learn and comprehend the differences between the four seasons, and know the characteristics of each.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students know that there is different weather throughout the year, and that they occur during the same time each year.
Knowledge of students background (personal, cultural, or community assets)	The students may be from different areas, and aren't aware of the normal weather most people face. They may have only experienced all rain, all heat, etc.

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.	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> - Winter - Spring - Summer - Fall
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Materials

Materials needed by teacher for this lesson.	Large paper pad Large sharpie Computer Overhead Projector Screen or Smartboard Inspiration 9
Materials needed by students for this lesson.	One piece of paper for each group Markers/Crayons

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>	In the beginning, I will ask the students about the weather that we experience around us. After discussing the weather around us, I will allow them to stand up behind their seats and listen to the Four Seasons song. After singing the song, the students will take a seat with their group.
15 Minutes	<u>Instruction:</u> Our Four Seasons	After the introduction, I will ask the students what kind of weather we are experiencing right now. Then I will ask once again the other types of weather that we experience from day to day. I will grab the large paper pad, and put it in front of the class. As the students talk about weather that they experience, I will write each thing they say on the paper. We will then begin to label the weather that we experience throughout the year, and learn how to distinguish the weather patterns into the different seasons. Afterwards, we will take a look at the graphic organizer that I made in Inspiration, and we will continue our adventure through the seasons. In the graphic, there are pictures that go with each season, so that students can get a better understanding.
20 Minutes	<u>Closure:</u>	As a part of seeing my students understanding, I will provide each group (4 groups) with a blank piece of paper. I will give each group a specific season. It is their job to draw a picture of what happens during their groups season. (Example: Drawing the beach for Summer.)

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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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 will be using a group work and hands on approach whenever students are in their groups drawing for their tables season. I used a visual approach by showing the students a video, and by showing them the graphic organizer.
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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	The formative assessment for this lesson will be the group work drawing, which will show me how well the group paid attention during the lesson.
	<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>

Inspiration Web:

