

Lesson Plan Template

Lesson Segment Focus: Weather and Climate: The Four Seasons

Lesson 1 of 1

Course & topic addressed: The Four Seasons

Date: 1.29.18

Grade Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	An introduction to learning and understanding the four different seasons that are in one year. Students will be able to identify characteristics of each of the four seasons.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already have knowledge of weather change. This lesson will challenge the notion of weather change, and put each type of weather into a specific category.
Knowledge of student's background (personal, cultural, or community assets)	Students may be from an area that the weather in each season does not vary by much. I will present a overall or average of what each season looks like.

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.	ESS2.D: Weather and Climate
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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?	Asking questions, and helping students when they don't know the answer. For students at different academic levels I will allow them to do the assessment based on that. If they are at a higher level of understanding they can complete the assessment individually. If they are not at an as high level, they will have the choice to complete the assessment as a group. If they are at a low level, I will offer my assistance during the assessment.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>“seasons”</p> <p>“winter”</p> <p>“spring”</p> <p>“summer”</p> <p>“fall”</p>
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Materials

Materials needed by teacher for this lesson.	The book “Four Seasons Make a Year” by Anne Rockwell. An anchor chart that describes each season by showing characteristic of the seasons. An assessment work sheet for each student. Cut outs of the different characteristic of each of the four seasons.
Materials needed by students for this lesson.	A glue stick

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.
2 mins	<u>Introduction:</u>	I will begin this lesson by getting the students attention by using a “call out.” For example: Me: “If you can hear me clap once” Students: “Clap once.” Me: “If you can hear me clap twice.” Students: Clap twice.” I will then instruct the students to move to the story time rug. I will instruct them to move by tables. One table at a time. Each table should be on the rug once I count to five. When every student is on the story time rug, I will begin to ask a series of questions: “Can anyone tell me ONE of the seasons that makes up a year?” “Does anyone know how many seasons are in a year?” ** I suspect they will not know these answers, but it will get them thinking. I will help them with the answers.
35 mins	<u>Instruction:</u>	I will start to read the book “Four Seasons Make a Year” Throughout the book I will stop and ask questions about each season to make sure they are understanding. When the book is finished, I will ask the same questions I asked before starting to read the book. This time I hope that the students will be able to answer these questions with little assistance from me. I will then start to ask more in-depth questions like “Can anyone name ALL of the seasons?” OR “Can anyone give me ONE characteristic of the seasons WINTER?” Once the questions have been answered, and I as the teacher feel confident that the students have a base knowledge of the four seasons from reading the book I will instruct them to move back to their tables. Moving to the table will be done in the same procedure as moving to the story time rug. Each table will have five seconds to be seated from the rug to their table. Once each student is sitting at their table, I will break each season down starting with Winter. Then Spring. Next, Summer, and lastly, Fall. For each season, I will have a colorfully and eye-catching anchor chart that list and describes each season is depth. For Example, the winter anchor chart will have “WINTER” written at the top in Blue. I will have snowmen drawn on there. There will be scarfs, and snowflake. This will help the students to understand that when it snows, or they wear a scarf and gloves, that it is winter. I will present each anchor chart one at a time

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>until students show understanding, and can describe characteristics of each of the seasons. I will also ask the students to as a table come up with at least one other characteristic of the season that we are learning at the time. For Example: as a group, students will come up with a characteristic for winter like “Snowball fight.” They will have a few minutes to have a conversation with their table, and then will share with the entire class. The same process will be done for the other three seasons.</p> <p>Once all four seasons have been discussed in depth, and students show good understanding of the seasons with characteristics that describe each one an assessment will be held.</p>
15-20 mins	Closure:	<p>For me the teacher to assess the students learning and understanding of the four seasons, they will have a worksheet to complete.</p> <p>I will ask the students to get out their glue sticks. I will ask one student to help me pass out the cut outs and the worksheets **The worksheet are the inspiration web**</p> <p>Once everything that each student needs to complete the assessment is handed out I will explain the instruction and expectations. I will also tell the students that if they need any help at all to raise their hand, and I will come to them. I tell them to begin.</p> <p>The assessment will have each season listed, and the students will have to glue the corresponding characteristic to the correct season. **see worksheet below</p> <div data-bbox="716 786 1871 1271" data-label="Diagram"> <pre> graph TD Root([The Four Seasons]) --> Winter([Winter]) Root --> Spring([Spring]) Root --> Summer([Summer]) Root --> Fall([Fall]) Winter --> W1[snowman] Winter --> W2[snowflake] Spring --> S1[daisy] Spring --> S2[boots] Summer --> SM1[sun] Summer --> SM2[beach] Fall --> F1[pumpkin] Fall --> F2[leaves] </pre> </div>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could modify this lesson by having the assessment done in groups. I could also modify the lesson by assisting in the assessment. I could work alongside them, and let them “tell me” what to do.
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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 used verbal instruction by reading the book and asking questions. I used visual strategy will be using the anchor chart. I used group work task when asking them to think of a characteristic as a table. The assessment was done with individualism work in mind. **this would also depend on modifications.
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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	Formative assessment is done before and after reading the book. This gives me an idea of where the students understand is, and how to move forward with the lesson.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Summative assessment is given at the end of the lesson to test the student’s understanding as a whole.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	N/A
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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>;

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