

Lesson Plan Model¹

Lesson Title/#: Weather Timeline

Grade Level: Kindergarten

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	The central focus of the lesson is to ensure that the student learn how to describe the various weather patterns around the world and locally.
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	K-E S S2-1 Use and Share observations of local weather conditions to describe patterns over time.
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	Students will be able to identify the weather each day for a week. Based on the season the students will determine a pattern in weather over time. Ex: In summer its hot and sunny for a whole week so in summer it will usually be hot and sunny versus winter will be cold and cloudy.
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>The students must know what seasons are in what time of the year and the meaning behind sunny, cloudy, rainy, hot, cold, warm.</p> <p>The students should have a general knowledge of what the various types of weather conditions are, but are not required to know the effects or even the vast majority of the varying conditions.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To start off I would have the students line up and take them outside. This will get them excited and keep them engaged in what is about to happen. After getting them outside I would give them five minutes to discuss the weather and if it is hot and sunny or cold and rainy or however it may be.</p>
<p>Instruction <u>25</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>Once back into the classroom I would ask the students what season we are currently in. Based on the season they agree on I would then ask them about their observations from being outside. I will then pull up the inspiration software with a premade template that I made and as a class we will fill out the weather types and seasons and then weather based on certain seasons.</p> <p>I will ask the students what the weather would be like if we were in the winter seasons or the summer seasons. I would also ask them what kind of weather we would see in our own area in which we lived.</p>

and community assets?

What will you say and do? What questions will you ask?

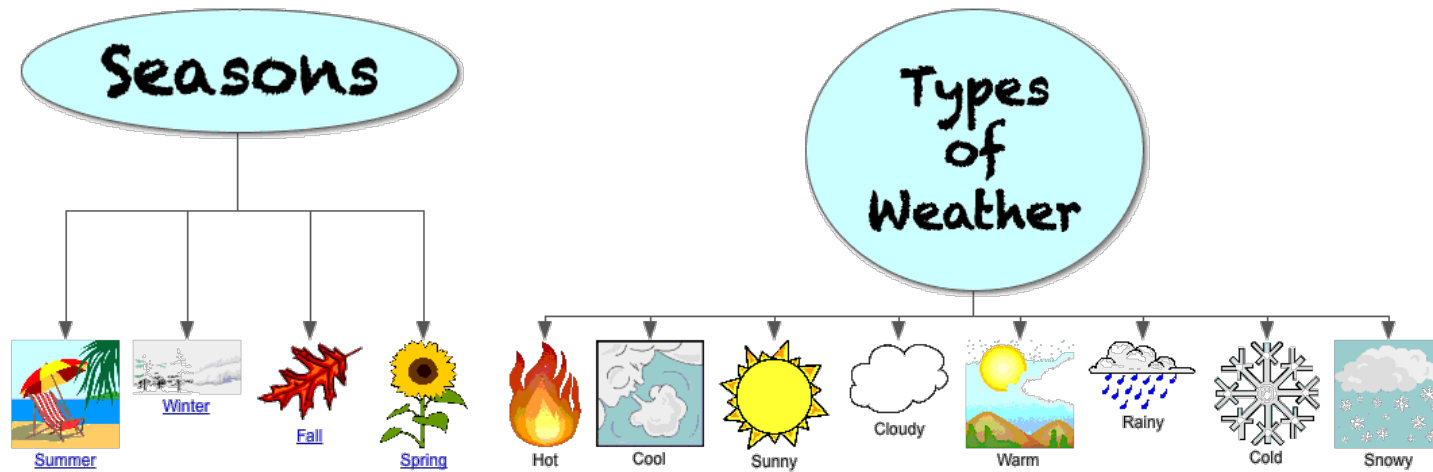
How will you engage students to help them understand the concepts?

What will students do?

How will you determine if students are meeting the intended learning objectives?

I will ask each student what their favorite season is and then ask them what kind of weather they would expect to have during that season.

The students will answer questions about the weather as well as describe what happens during each weather occurrence.



Structured Practice and Application
 _____10____
 Minutes

How will you give students the opportunity to practice so you can provide feedback?

I would let the students practice what we discussed by giving them worksheets to determine the weather pictured and have them base the season pictured off what the weather looks like. If the students understand the seasons and weather then they should fill out the worksheets correctly.

<p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure <u>5</u> Minutes</p> <p>How will you end the lesson?</p>	<p>I would end the lesson with something fun and engaging. Either a song about the seasons and types of weather or an art project where they color and draw their favorite season.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p>	<p>When we first go outside to determine the current weather that is when students will work together without my help to determine what the weather is. Then when we return to the classroom we will work together as a whole class to fill out the inspiration template on weather and seasons.</p>

<p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs What might not go as planned and how can you be ready to make adjustment?</p>	<p>If the weather is rainy out we probably will not be able to go outside to determine the weather, but it would be an easy fix to just look out the window and give the students a little time to discuss what they saw at their desks.</p>
<p>Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students?</p>	<p>The learning tasks are appropriate for my students because they are still fairly young and may have trouble understanding the seasons even though they should clearly understand the difference between hot and cold and sunny and rainy.</p>
<p>Materials What materials does the teacher need for this lesson? What materials do the students need for this lesson?</p>	<p>For this lesson the teacher will need: A smartboard or projector to project the inspiration software, inspiration template, seasons worksheet, seasons song on youtube or plain paper for art project, worksheet with seasons and weather for assessment. For this lesson the students need: pencils and crayons or markers.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this</p>	
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lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.