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**LESSON PLAN #\_1\_\_\_**

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| **Learning Segment Focus or “Big Idea”: What is weather? The differences between different types of weather.** | | |
| **Grade: Kindergarten** | | **Content Area: Science** |
| **Time Allotted: 1 Hour** | | **Classroom organization: Whole class/ Group work** |
| **Resources and materials:**  Weather cutouts  Poster paper  Construction paper  Weather worksheet  Weather word strips | | |
| **Content Standard(s):**  **3.** b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants | | |
| **Specific Academic Learning Objectives:**   * Students will learn about the different types of weather systems * Students will be able to identify the different weather systems with details supporting their answers. | | |
| **Prerequisites:**   * Students will need to know what a cloud is * Students will be able to identify what rain is * Students will need to know what the sun is and characteristics of the sun * The class will review these prerequisites before beginning the lesson. * We will be focusing on how clouds, rain, and the sun effect our communities. | | |
| **Key ELD Standard(s):** | | |
| **Academic language demands:**   * Sunny, cloudy, icy, windy, rainy, hail, foggy, partly cloudy, sleet, snow * Students will be using receptive listening while we discuss the different types of weather systems. Students will also be using productive speaking while they work in their groups. | | |
| **Accommodations (to ensure all students have access to the curriculum):**   * Academic language will be accessible to all students through constant communication with the teacher and classmates. * The terms will be placed on the board with the pictures posted above the word for easy understanding. * Small worksheets will be given to students as another guide to help them figure out the different types of weather systems. | | |
| **Assessment:**   * I will be collecting the students’ cut out weather cards they will create. * The cards will help me determine if the students understand the concept and the different type of weather we looked at. * I will make sure the cutouts are placed near the right label. * This will help me determine if students are ready to move on to the next lesson | | |
| **Instructional Sequence:** | | |
| Time 10 Min | **Set or introduction:**   1. What is weather? What does it do in our communities? 2. What is the sun? 3. What is rain? | |
| 40 Min | **Developing Content/Body of Lesson:** *What instructional strategies and learning tasks will you use in the main part of the lesson?*   1. What are the different type of weather systems? 2. Have the students describe what each system looks like and draw on poster paper 3. Label the drawings on the poster paper 4. Describe instruction to students on weather cutouts and labeling 5. Distribute weather cutouts and weather names 6. Have students work individually on their weather labeling 7. When students are done labeling their weather systems, have them raise their hand to assess their knowledge. | |
|  | **Checks for Understanding / On-going informal assessment:**  *How will you know what students are understanding? (questioning and observing throughout the lesson)*  As students complete their labeling, I will be walking around the room to make sure it is correct. The labeling we did as a class will be left on the board for their guidance. If they are having difficulty, I will ask the students to point at the board to show me which one looks similar to the weather system they are working on. At the end, I will be assessing the whole class to check for understanding. | |
| 10 Min | **Closure:**  *How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?*   1. Class will come back to the rug 2. I will hold up weather cutouts and ask the class which system is which 3. Students may refer to the board for the first few times 4. Erase the diagrams on the board 5. Hold up weather cutouts and ask students which system is which | |