

Teacher's Name: Lauren O'Brien	Date:	September 2012
Grade Level: First	Subject: Science/Weather	Co-Op: Mrs. Heeney Supervisor: Thomas Blocher

Preliminary Planning

Pre-assessment:
Objectives: <ul style="list-style-type: none"> • Students will be able to observe and describe today's weather. • Students will be able to discuss how they decide what to wear to school each day.
Materials: <ul style="list-style-type: none"> • Post-it notes • Crayons • 3 large sheets of paper • Marker

Learning Sequence

Description:	Time:	10 minutes
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Into

Introduction/Motivation/Focus Attention:

- Read the poem "It's Hot," by Shel Silverstein
- Tell the students that they are going to be doing an activity right now that is going to encourage them to get up and move around, it's a matching game. The teacher will give each student a card it will either have a picture of a sun/snow or an activity to do in the sun/snow. Students with a sun on their card must find someone who has an activity they can do in the sun on it and sit with that person. Students with snow on their card must find someone who has an activity they can do in the snow on it and sit with that person.**
- Explain to the students that for the next couple of weeks we are going to be learning about weather.

Description:	Time:	10 minutes
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Through

Learning Activities (input, modeling, checking for understanding, guided practice, independent practice):

- Let's start brainstorming about weather, ask the students what the weather is like outside today. Have the students turn to a partner to discuss today's weather. After sharing with a partner, have a couple students share with the group about the weather today and record it on the "What is the weather like today?" poster. The teacher can use check marks next to answers that are repeated more than once by multiple students. **
- Ask the students to turn to a partner and explain how they decided what to wear to school today. Encourage students to think more about why they wore pants if it was cold or shorts if it was hot, rather than their mom or dad picked out their clothes for them.**

Description: | Time: | 15 minutes

Beyond

Closure (review, check for understanding, summarize, future forecast, transition):

- For a closing activity, the teacher will give each child a small index card and have the students go back to their seats and draw a picture of themselves in the clothing that they would wear during their favorite kind of weather (hot or cold). They will put their name on the back of the index card. The teacher will model: My favorite kind of weather is hot, so I would draw a picture of me in my bathing suit at the pool.**
- The students will then be asked to come back to the carpet and the teacher will call students up to the board and we will tape their index card on the hot or cold side and see if the class likes hot or cold weather better. We will count together as a class to see how many are on each side and then ask a student to come up and write the number. **

Post Instructional Planning

1. What levels of thinking (Bloom) did your lesson incorporate?

Knowledge: students must use prior knowledge for what they know about the different kinds of weather to match their card with a partner in the opening activity.

Comprehension: students are asked to draw a picture of themselves wearing clothing that corresponds to their favorite kind of weather.

Synthesis: instead of having students just tell the class their favorite weather, students will have a visual of all the students pictures that liked hot weather and all the students pictures who liked cold weather.

2. How did you evaluate your students' performance?

Checking for Understanding: the teacher will check the students pictures to make sure that they drew clothes that matched their favorite weather.

Independent Practice: students will have to work to find a match to their card in the opening matching activity.

- 3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?**

For students that are struggling to determine what is on their picture for the opening activity, the teacher will make sure to help them so that they can find a partner to match. Students with vision or hearing problems will be placed close to the front to help them see or hear better.

- 4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).**

- 5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.**

Visual: students were able to see all posters that were created by the teacher with the help from the students.

Auditory: students listened to the poem that the teacher read at the beginning of the lesson.

Kinesthetic: students got up and walked around the room looking for a match during the opening activity.

Tactile: students drew a picture of themselves and then put it up on the classroom chart.