**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Part 1: Weather** | | | | |
| **Your name:**  **Kelsey Whipple** | **Grade Level:**  **1st Grade** | | **Integrated Disciplines/Subjects:**  **Science** | **Time frame for Lesson:**  **30 Minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| SC 2.4.3a Students will observe that the Sun provides heat and light  SC 2.4.3b Students will observe and describe daily changes in weather  SC 2.4.3c Students will describe simple seasonal weather indicators and how they impact student choices (activities, clothing). | | | | |
| **Objectives:**  The students will be able to:  *Explain that weather describes conditions in the air outside at a given time.*  *Identify that Meteorologists are scientists who study the weather.*  *Use a scientific journal to record what is observable.* | | | | |
| **Assessment:** *The teacher will lead the students in an ongoing discussion about air. The teacher will listen for connections that students are making between what they already know about air and the experiment. The teacher will also listen for whether or not the students can explain what is happening and why.* | | | | |
| **Materials:** *Science Journals* | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *Call students to the blue carpet. Tell them that they are going to begin to study weather.* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** | | | | |
| **Teacher will do:**   * Call students to the blue carpet. Tell them that they are going to begin to study weather. * Ask students: Where do you find weather? What does air have to do with weather? * Encourage students to relate air and weather. * Tell students that they will be going outside to feel the air and to check the weather. * Take students outside. * Have students close their eyes and feel the air on their faces. * Have students open their eyes to look at the sky. Let students explore the weather and air outside more. * Return to the classroom. * Have students return to the blue carpet. * Ask: How does the air feel? Can you feel the air moving? Do you see anything that tells you that the air is moving? What kind of weather do you see? * Explain to students that, when people talk about the conditions of the air outside, they are usually talking about weather. * Write the word meteorologist on the board. Explain that a meteorologist is a person who studies weather. * Ask: what are some words we use to describe the weather? Write students’ responses on the board. * Discuss calendar math and that we record the weather outside every day. (Show the October calendar math book to remind students). * Discuss what kind of weather we are having today. * Discuss with the students what they learned from the experiment. * Ask students to return to their seats for get ready for writing. | | **Student will do:**   * Come to the blue carpet. Listen as the teacher talks about how we are now going to be learning about weather. * Answer the questions that the teacher asks about weather and how air and weather are related. * Line up at the door to go outside to learn more about weather. * Stay in the area that the teacher tells you to stay in. * Listen to the teachers directions outside. Close your eyes and feel the air on your face. * Look at the sky and think about what you see. * Explore the weather and air outside. * When the teacher says it is time to go inside, line up. When you get inside, return to the blue carpet. * Answer the questions that the teacher asks you about weather and air. * Listen as the teacher talks about air, weather, and what a meteorologist is. * Tell the teacher what some words we use to describe the weather are. * Discuss calendar math and how we look at the weather each day for that. Discuss the kind of weather we are having today. * Discuss what you learned from this experiment with the class. * Return to your seat and wait for writing. | | |
| **Closure:** *Discuss with the students what they learned from the experiment.* | | | | |
| **Differentiation:** The teacher will model the experiment for the students so that all students can see what happens and the students will be seeing the same results. | | | | |
| **References:** *Investigations 1 Manual* | | | | |
| **LESSON ANALYSIS** | | | | |
| **Content Knowledge:** *In the first science unit, the students learned about air. In unit two, students will be learning about weather and making connections between what they learned in the first unit and what they are learning about weather. In this experiment, students will begin thinking about weather by going outside. They will feel the air on their skin and think about what is happening in the air and then students will have the opportunity to walk around and explore the weather and look at the sky. The goal is for students to begin thinking about how to observe weather and what they can learn from weather.*  **Teaching Methods/Strategies:**  *The entire lesson will be whole group because the lesson involves going outside. Whole group lessons also provide students with equal access to the content of the lesson. When the teacher leads students in a discussion, all of the students can hear and participate in the conversation. While outside, the students will have the opportunity to walk around and explore the weather individually. They will be encouraged to think about what they are noticing about weather and talk about it with their friends. The students will then bring their ideas inside to share with the class.* | | | | |
| **REFLECTION**  *This lesson was extremely successful for the students. They were highly engaged and loved the activity. Instead of keeping the students inside and having them only share only their background information on weather, I took the students outside so that they could experience the weather first hand. The students brought their science notebooks outside with them so that they could write down or draw pictures of what they saw, heard, smelled and felt. I really tried to get the students to focus on their five senses so that the lesson was more meaningful to them. After the lesson, I brought the students back inside and allowed them to share their observations from outside. I encouraged them to connect their observations to what we had been learning about air. The students were using their air vocabulary as they shared. If I were to change this lesson and teach it again, I would have the students sit in one place for a while to experience the weather and then I would move them to another area to sit and observe to see if any of their observations changed or if they noticed anything new. This lesson was probably my favorite lesson so far because the students were engaged and excited about learning.* | | | | |