

LESSON PLAN

Date: October 23, 2020 Time: 50 mins Grade: One

Curriculum Area: Science Unit Title: Understanding Earth and Space Systems: Daily and Seasonal Changes

Ontario's Overall Curricular Expectations:

1. Assess the impact of daily and seasonal changes on living things, including humans;
2. Investigate daily and seasonal changes;
3. Demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.

Ontario's Specific Curricular Expectations:

3.6 Describe how humans prepare for and/or respond to daily and seasonal changes (e.g., by wearing appropriate clothing, carrying an umbrella, turning on an air conditioner or heater).

Success Criteria:

1. I can **recall** the four season (Remembering)
2. I can **identify** the changes in the weather and choose different clothes to help me go outside safely (Understanding).
3. I can **evaluate** what clothes I should wear in certain weather (Evaluate).
4. I can **describe** ways that my family will adapt to each season at home (Understand).
5. I can **assemble** a graphic organizer of different clothing items I would wear in each season (Create).

Classroom Setup:

- The class will start with all students on the carpet for the weather routine, hook, book reading and explanation of the first activity. Once it is time to complete the first worksheet, the students can go back to their desks or work in flexible seating. The students can choose where they sit, however if their seating choice becomes a distraction to themselves or others they must go back to their assigned desk.

Lesson Day Five

**Materials/
Resources:**

- Place success criteria on the chart paper at the front of the room
- Smartboard/ projection and computer
- Song: <https://www.youtube.com/watch?v=Iisj2kTZIFs>
- Copies of both worksheets for each students
- Scissors
- Tape or glue

Back up activity:
Magazines
Paper and Markers

Lesson Topic	Learning Goals	Instructional Strategies	Assessment Strategies
Weather and Season Changes and how we can prepare for these changes	I will learn how to describe how the weather and seasons change and how we can get ready for these changes.	<p>Hook (5 min): Play the seasons song and encourage students to sing along if they want to! https://www.youtube.com/watch?v=Iisj2kTZIFs</p> <p>Engage (20 minutes – 10 minutes for reading the book, 10 for discussion): Read the book, <i>Cloudy with a Chance of Meatballs</i> (located on my desk). Prompts: Prior to reading: Ask questions about what we know about weather and season changes (<i>what have we talked about the last few days about the 4 seasons and the weather?</i>). After reading: Have a discussion about how the weather changes in this book, and how that happens in our life. <i>How did the characters in the book prepare for the weather changes? How can we prepare for the weather (e.g./ bring an umbrella if it's raining or going to rain, turn on the heat in the summer)?</i> Engage in a discussion about our clothing changes depending on the season/weather and how we change our houses depending on the weather/season. <i>Every season we do different things at home to make the weather and seasonal changes more comfortable for us. What do we do, or what do our parents do at home, in certain seasons (e.g./ Turn on the AC in the summer so it is cool inside, turn on the heat in the winter so it is warm enough for us, rake leaves in the Fall so our yard looks nice, shovel snow in the Winter so that we can safely come and leave our home, water the flowers in the summer.)</i></p> <p>Explore (20 minutes): Activity: Cut/Paste Worksheet (20 minutes). Have students complete the first worksheet (attached to these plans, appendix 3). Students will cut out different</p>	<p>Assessment for: Tell the students to <i>list the four seasons</i>. Have the visuals on the board to help the students if they have difficulties naming them.</p> <p>Assessment for: Ask the students the prompting questions.</p> <p>Assessment of: Did the student accurately place the appropriate clothing</p>

	<p>clothing items/accessories from the sheets and they are to place them on the graphic organizer under the type of weather they would use them for. Explain this activity on the carpet and have students go back to their desks or flexible seating options to complete the sheet. Have materials (e.g./ scissors, glue) out. Walk around the classroom to provide support for students and engage in discussion about the topic with students.</p> <p>Prompts: <i>Why did you choose to put umbrella in this spot? What about the rain boots? When do you think we would use a jacket like this, instead of this other type of jacket?</i></p> <p>Explain (5 minutes): Review the topics covered today (e.g./ choosing the right clothes for the weather season, and adapting our homes for different seasons). <i>Would we wear snow pants in the Summer? What season would we wear snow pants in? What is one thing we would do to our homes in the Summer to make it more comfortable for us (e.g./ open the windows, turn on the AC).</i></p> <p>Exit ticket Activity: Matching Worksheet (5 minutes). Have students complete the second worksheet (attached to these plans, appendix 4). Students will match the activity (e.g./ gardening, shoveling snow, etc.) to the appropriate season. The first one on the sheet is already done for them as an example. Students can work independently, in pairs, or small groups (up to 3) for this activity. If they are off-task or getting distracted, please have them work alone. Walk around the classroom to provide support for students and engage in discussion about the topic with students.</p> <p>Prompts: <i>On this sheet we have 4 different people doing an activity we would do in each season. What is the first person doing? Right, they are gardening. Here I drew a line connecting this to Spring because we plant our gardens, and plants start to grow in the Spring. Next is? Yes, someone mowing the lawn! Then? This next person is raking the leaves! What is the last person doing? Shoveling snow. Now you need to match the next three pictures to the proper season. Class EA will scribe for students that need support.</i></p>	<p>item to each type of weather on the graphic organizer.</p> <p>Assessment as: The student needs to use self-reflection skills and monitor the work that they are contributing to their group.</p> <p>Assessment for: Ask the students the prompting questions to see where they are at nearing the end of the lesson.</p> <p>Assessment of: Did the student correctly match the season to the appropriate activity?</p>	
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<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Remembering <input checked="" type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input checked="" type="checkbox"/> Evaluating <input checked="" type="checkbox"/> Creating 	<p>Multiple Intelligences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input checked="" type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic 	<p>Back-up Activity:</p> <p>As a back-up or extension activity (30-40 minutes): Have students create a collage using old magazines. Students will cut out clothing items from the magazines and create a collage for each season using the clothing items they cut out of the magazine.</p> <p>Additional back-up activity: Draw a picture of what you would wear in each season and in certain weather (e.g./ rain, sun, snow)</p>
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Modifications:*Instructional*

- Increase/Decrease *time, amount*
- Scribe for student
- Extend
- Use manipulatives
- Peer tutor/Partner
- Oral explanation
- Include visuals, models, organizers
- Google Read & Write
- Visual Schedules

Notes:

- Say '1, 2, 3, eyes on me' to get the class to quiet down and focus.
- Reference the classroom schedule to keep everyone on track.
- Utilize timers to help students organize their time.

Environmental

- Change space, seating, quiet area
- Change grouping
- Wheelchair access
- Flexible seating
- Small groups
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Notes:

- Post the success criteria on the chart paper at the front of the classroom.
- Allow students to choose the seating they want. If it becomes distracting, they must return to the carpet.

Assessment

- Use a tape recorder
- Draw a picture
- Scribe for student
- Act it out
- Write using spell check
- Use the computer
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Notes:

- If a student requires some help illustrating or writing their ideas, get them to trace it.

Personal Notes/Reminders/Homework/Other Considerations:

Student A and B have individual daily schedules. Their EAs will have these updated for them.

Student A will need a body break at the beginning of the lesson, Miss Smith (EA) will take him for this and bring him back.