

Weather and Seasons Lesson Plan

Teacher

Date

School

SLE # ESS.8.1.4: Identify the sequence of

seasons, ESS.8.1.3: Chart weather conditions every day

Objectives:

Content: I will be able to identify the sequence of seasons.

I will be able to chart weather conditions every day.

Language: I will be able to use at least 3 vocabulary words during the activity.

Assessment: The teacher will be able to assess the students informally throughout the assessment and formally through their completed season and weather collage.

Technology/Materials: National Geographic book "Weather and Seasons" by Cory Phillips, assorted magazines (clothing, People, etc), scissors, glue, paper divided into 4 squares (1 for each of the seasons)

Vocabulary: spring, summer, fall (autumn), winter, weather, rainy, sunny, cloudy, snowy, foggy, windy, hot, cold, freezing

Bloom's: ☒ Remembering ☒ Understanding ☒ Applying ☒ Analyzing ☐ Evaluation ☒ Creating

Questions: How many seasons do we have? List the seasons in order. In which season would you want to wear shorts and a tee shirt? Describe the weather that we would have in spring? In winter? In summer? In fall? Do you think that other countries have the same seasons as we do here in the United States?

High Yield Strategies: ☒ Identifying similarities & Differences ☐ Summarizing & Note Taking ☒ Cooperative Learning
☒ Reinforcing Effort & Providing Recognition ☒ Setting Objectives & Providing Feedback ☐ Generating & Testing Hypotheses
☒ Cues, Questions & Advanced Organizers ☐ Homework & Practice ☒ Nonlinguistic Representations

Instructional Strategies:

Set: Activate prior knowledge by asking the questions listed above. Then read the book "Weather and Seasons" by Cory Phillips. As you go through the book, ask students to name holidays or activities that would fall in the different seasons.

Model: Explain to the students about the activity that they will be completing. The students will be looking through magazines to find pictures that fit each of the seasons and the types of weather that occurs in the seasons. The pictures could be of clothing, holidays, foods, games, or anything else that they would associate with the different seasons. Once they have found the pictures, they will cut them out and glue them onto their paper in the square that the picture fits. If any pictures fit more than one season, then they could glue them in the middle of the two seasons. (This would probably happen with rain or different foods such as hot chocolate or soda.)

Guided Practice/Strategies: See above. The teacher could model how to find the pictures in the magazine and then cut them out and glue them. Taking them through a few pictures would help them better understand what is expected of them.

Intervention Strategies: Remodel as necessary and assist the students as you walk through the room.

Accommodations & Modifications (IEPs) Reduce the number of pictures needed or group students in pairs as needed.

Independent Practice/Activities: Allow students to look through the magazines and cut out

pictures that they feel would fit into their seasons. Once they have finished cutting and pasting, have the students write or tell their neighbor about their favorite season and an activity that they enjoy doing during that season.

Enrichment Activities: Read "Cloudy with a Chance of Meatballs" to the students and allow them to write or draw a story about a place with crazy weather.

Closure: Ask the students to recite the seasons and any types of weather that would occur during the seasons. Have the students journal or tell the class about some traditions that their family shares during the different seasons or about what they believe would happen if the seasons were reversed or occurred out of order.

Homework: None