

**Weather or Climate
Lesson Plan
2-7-19**

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| Grade: 3 | | Subject: science | |
| Materials: Science notebook, pencil, computer | | Technology Needed: computer-Kahoot game | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling | | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic | |
| Standard(s) 3.5.1. Identify weather conditions that can be measured (e.g., temperature, wind direction and speed, and precipitation) 3- Obtain and combine information to describe climates in different regions of the world. ESS2-2 | | Differentiation Below Proficiency: students will work in groups with 1 partner Above Proficiency: students will work in groups with 1 partner Approaching/Emerging Proficiency: students will work in groups with 1 partner Modalities/Learning Preferences: <ul style="list-style-type: none"> • Read the questions out loud • Make the thinking time longer on the quiz • Partner with one peer • No partners-individual answers | |
| Objective(s) By the end of the lesson, the students will be able to identify different weather conditions that identify weather or climate and create a chart indicating the differences in weather and climate. | | | |
| Bloom's Taxonomy Cognitive Level: Identify & Create | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The students will work on individual anchor charts at seats • The students will create 2 groups per pod for the kahoot game/review at their pods • The student will move around the room Quietly, Quickly and Safely | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • The students will follow instructions • The students will work together to answer questions • The students will be respectful of others and objects(computer) | |
| Minutes | Procedures | | |
| 3 | Set-up/Prep: Kahoot game and YouTube video uploaded to computer, students will have materials ready to work, dry erase markers for chart on white board | | |
| 5 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • I know that we all have some questions about what a climate is. SO today we are going to create an anchor chart that you will make in your science or PBL notebook so you will have a reference for the future. • Materials need to be out and ready to go Thumbs up when you are ready to begin • We are going to start by watching this short video on weather and climate • Pay attention because we will need the information to create our chart • Play YouTube video https://www.youtube.com/watch?v=YbAWny7FV3w crash course video • | | |
| 5-7 | Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Ok so we learned lots of information from this video. • Please turn your notebooks to an empty page and we will create our chart • Items that should be included on the chart • WEATHER-condition of the air, or the atmosphere(Air/sky) on our planet- determined by 3 main factors temperature(how hot or cold the weather is), humidity(how much water is in the air at any given time) and wind speed & direction(how fast the wind is going and where it is coming/going)- minute to minute changes in the atmosphere and it is constantly changing(everyday)-unpredictable Examples of weather-rain, snow, sleet, hail, severe thunderstorms • CLIMATE- What the weather is like over a LONG period of time in a specific area- pattern of weather over long period of time(year, century(100yrs), decade (10yrs)) -predictable for the most part(global warming might be changing this currently??) | | |

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| | <ul style="list-style-type: none"> • After we create the anchor chart we will get into pod groups (2 groups for each pod) and review what we learned about the differences about weather and climate with a Kahoot quiz • Before we start here are my expectations of what is going to happen-everyone needs to be listening so you all know the instructions. There will be 2 groups from each pod. One person from each groups will go get a computer and bring it back to the desk. As a team you will discuss the answers to the questions before selecting your answers. IF you are not able to use the computers in a respectful way or you are unable to play in a lower level voice level you will lose the right to use the computers as a groups and continue the quiz/game with pencil and paper. • Does everyone understand the expectations? Please repeat what I expect. • Insert pin into kahoot 390635 <p>https://create.kahoot.it/k/84f048f9-fc41-4dac-8675-83b8a046ad53 weather or climate quiz game 10 questions</p> <ul style="list-style-type: none"> • |
| 20-25 | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The students will create a weather and climate chart together as a group after watching the YouTube video. • The students will play the weather or climate Kahoot game in teams of 2 |
| 5 | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • After the Kahoot game we can talk about what the differences are between weather and climate and make sure they have all the information on their charts • Clarify any questions or wonderings they still might have at the end of the game/quiz • The students will log out of the computers and one person from each group will put the computers away and get ready for the end of the day announcements |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • The students will participate in the discussions on the differences between weather and climate • The students will complete an individual anchor chart for future reference on weather and climate <p>Consideration for Back-up Plan:</p> | <p>Summative Assessment (linked back to objectives) End of lesson: The students will be summative assessed after their presentations to outside participants (teachers, peers and parents) by reading their writing on their PBL creatures Climate</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>https://www.youtube.com/watch?v=YbAWny7FV3w crash course video</p> <p>https://create.kahoot.it/k/84f048f9-fc41-4dac-8675-83b8a046ad53 weather or climate quiz game 10 questions</p> <p>For this lesson I think it was the best lesson I taught so far this week. I was able to create excitement in the classroom by using a technology that the students had not ever used before and they did so good using it. The Kahoot game was super fun and I feel like the students at the end of the lesson really understood the difference between weather and climate. Suring the week while they were working on their PBL writing for their future presentations I have been asked by so many kids what the climate is for their individual creatures they are researching. I also have never been a part of a PBL on the teachers side before and I think that this a great way for learners to learn because you can submerse yourself in the project/ I was able to create 3 out of 4 of this weeks lesson plans based on their PBL creatures. It was wonderful to see the connections they were making when we were working on the different lessons.</p> <p>If I was going to use this lesson again the one thing I would do would be to play around with the Kahoot game a little bit more. I thought there was a way to pause the game in order to give myself more time to repeat the question for the students before they answered. But even though maybe I felt like I needed more time the students really did a great job adjusting. There was 10 seconds of partner thinking time</p> | |

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and then 30 seconds of response time or time to click their answers and almost for all questions it only took every team to respond with at least 20 seconds remaining on average.

I would also keep the you tube video as the opening part of the lesson. The kids really responded well to the information that was given and we were able to have a great discussion about the information given on the video to create an anchor chart. I was impressed with the way they were able to inference what they already knew about weather and climate and how many times I had to remind them to only give me facts about what they know and keep the long stories short 😊 they were so excited to share.

I would also if I had more time in this lesson I would include a longer discussion time or a turn and talk in order for more of the personal sharing to happen.

The other thing I would change is I would possibly express my expectations a little bit more in the beginning of the lesson as a review. It is always a good thing to remind myself that just because I know what or how the students should behave or act that that is not always the case with children. Reminders are quick and simple to review and I just have to take that short time and review. This was great information from Mrs. DeGree and I plan on using this in my future lessons.

Reflection Edited: the thing I will change about this lesson the next time I taught would be to be more knowledgeable about the Ka Hoot quiz game. I will have to be more knowledgeable about how the settings of the game work. This was a problem because when I was getting the game set up I was hoping I was going to be able to pause the game for each question in order for me to be able to read the questions out loud. I wanted all the students to be able to hear the questions in case they were not able to read the whole question before the answer choices were given.

Also, when the students were getting into the game they had to type in 2 different names before getting placed in the game I would like to change this to only having to type in one name. For this to happen I might have to have all the students be in individual groups. This will also help me see which students are understanding or not at the end of the lesson.