

**ALTC**

**PROJECT EVIDENCE: ADEPT**

**ERIK**

**Creation Date: 02 December 2010**

**Lesson Plan**

## LESSON PLAN

Date: 12 November 2010

Topic of Lesson: Weather Observations (sun) and clothing for weather Lesson Time: 60 Minutes

Ways of working: Students will be able to create weather observation chart with minimal teacher prompting and select appropriate clothing for weather

Knowledge and Understanding: Students understand effects of sun on weather and what clothing is appropriate for various weather conditions

Learning Phase	Learning Experiences & Procedures	Learning Objectives	Resources	Assessment
<b>Orientation:</b> (10 minutes)	1. Attention Getter: Watch weather (sun) ICT -1 <sup>st</sup> time...just watch for pleasure -2 <sup>nd</sup> time...make predictions of sun position, shadows, temperature, time of day, clothing prior to viewing each of the 3 stages of daytime sun	-Create student interest -Acquire student attention -Students compare differences in sun's effects -Students acquire fundamental science skills of Predict/hypothesize and evaluate	-IWB	-Students focused and attentive on board -Students illustrate understanding by making reasonable predictions (teacher calling on diverse learning range of students)
<b>Body:</b> (15 minutes)	2. Have students create heading with title and day/date/season headings all in 1 step (a progression from earlier lessons). Then have students draw 5 observations boxes. Take students outside for observations talks. Upon re-entry to classroom, students have a go at filling out the 5 observations boxes on their own.	-Students outlining the basics of a weather report -Students recognize real life significance of work by applying and developing their weather knowledge	-IWB	-Teacher moving through students monitoring and evaluating accuracy of students weather charts (proper headings, boxes, drawn neatly with ruler)
(5 mins.)	3. Review weather observation chart as a class paying particular attention to classifying the wind and clouds with scientific terminology.	-Reinforcing correct weather language while concluding activity	-IWB	-Students make relevant and accurate weather observations
(30 mins.)	4. Pack away scrap books. Desks clean. Put weather-clothes sorting ICT up on IWB. Bring	-Prepare students to focus attention on new activity	-IWB	-Desks are clean, students eyes are on teacher

<p>students up to IWB to sort out the winter and summer clothes closets. Name each article of clothing and then sort. Incentivize students by calling up the "good listeners".</p> <p>4.1. After discussing results and discussing wet weather clothes as well, tell students to get scissors and glue on desk. Tell students to cut and paste worksheet sorting appropriate clothes into the right weather box.</p> <p>4.2. Before setting students off to begin task, explain the "tens and one" worksheet for early finishers and put it in a designated location.</p>	<p>-Students participate and display their knowledge</p> <p>-Eliminate distractions from students and help them focus on upcoming task</p> <p>-Students perform ability to select appropriate clothing for various weather conditions</p> <p>-Challenge bright students who finish early</p>	<p>-Students are eager to participate in front of class</p> <p>-students sort correctly</p> <p>-Appropriate items are on desk, students waiting for cue to begin</p> <p>-During completion of clothing worksheet, teacher browsing students work while walking through class</p> <p>-Early finishers will know where to get and how to complete additional activity independently</p>	<p>Student Observations:</p>
<p>Reflection:</p>	<p>Student Observations:</p>		