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|--|---|--|------|----------|----------------------------|-------------------------------|----------------------------|------------|
| <b>Essential Data for Plan</b><br><b>TASK 1</b> <b>TASK 3</b>  | Name  |  | Date | 07/26/24 | Grade Level & Content Area | 1 <sup>st</sup> grade Science | Estimated Instruction Time | 30-35 mins |
| <b>Utah Core Standard(s):</b><br><i>* Standards indicate what students should know or be able to do by the end of term/year.</i><br><i>* Standards are copied here verbatim from the <a href="#">Utah Education Network</a> website.</i> | Standard 1.1.2<br>Obtain, evaluate, and communicate information about the patterns observed at different times of the year to relate the amount of daylight to the time of year.  |  |      |          |                            |                               |                            |            |
| <b>Learning Objective(s):</b><br><i>* Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps.</i><br><i>* Objectives begin with Students will be able to...</i>          | Students will be able to correctly identify weather patterns 100% accuracy.<br><br>Students will correctly match weather patterns with the correlating season with 100% accuracy. |  |      |          |                            |                               |                            |            |
| <b>Materials &amp; Technology:</b><br><i>* List what is needed to teach this lesson.</i>   | Pictures of weather patterns, pencils, clipboards, science journals, worksheets   |  |      |          |                            |                               |                            |            |

| LESSON COMPONENTS |   |  |   |
|-------------------|---|--|---|
| Planning Elements | <b>Action Steps</b><br><b>TASK 3</b>  | <b>Evidence of Learning</b><br><b>TASK 2</b> <b>TASK 3</b>   | <b>Meet Learner Differences</b><br><b>TASK 2</b> <b>TASK 3</b>  |
|                   | <i>* What will <b>students</b> and <b>teachers</b> do together in this lesson?</i><br><i>• Describe instructional strategies and <b>learning activities</b>—<b>listening is not sufficient.</b></i><br><i>* Outline each component's steps and how long they will take.</i>   | <i>* Describe activities students complete that provide evidence of learning.</i><br><i>* How will you know <b>all</b> students have learned?</i><br><i>• Identify criteria that connect to learning objectives and standard(s).</i> | <i>* Identify evidence-based practices to meet specific individual/group learner needs.</i><br><i>* Consider content, process, product, and/or environment.</i> |
| <b>BEGINNING</b>  | 1. Tell students that we will be starting a unit on seasons and space patterns. Then ask students to give examples of what seasons there are and what weather there is during them. <b>5 mins.</b><br><br>2. Preview today's lesson by explaining that the classroom has pictures of different weather types all around it. Students will move to each picture and observe the pattern of weather they see in the picture. <b>5 mins</b><br><br>3. Give out materials needed, clip boards, pencils, and science journals. <b>1 min.</b> | x  | x   |

|  |  |   |  |
|--|--|---|--|
| <p style="text-align: center;"><b>MIDDLE</b></p> | <p>1. Students will begin to move around. While they move, review what they are seeing and what they should be looking for and write their observations in their science journals. <b>5 mins.</b></p> <p>2. Students will put their journals down and be provided with a worksheet about the pictures. They will describe the weather from each picture they saw on their worksheet. They will discuss with a partner their finding. <b>10 mins.</b></p> <p>The teacher will walk around and listen for the students to:</p> <ol style="list-style-type: none"> <li>a. identify the pattern of weather they are seeing rain, snow, hail, etc.</li> <li>b. If they are identifying the season with the pattern they see.</li> </ol> <p>3. Students will then complete the “Middle” Assessment. (see EOL column). <b>5 mins.</b></p> | <p>The “Middle” assessment for this lesson will consist of students writing one full sentence about the weather pattern they saw and what season those patterns are in.</p> <p>Prompt Ideas:</p> <ol style="list-style-type: none"> <li>1. Describe what weather you saw.</li> <li>2. Is it raining? Is it snowy? Is the sun out?</li> <li>3. What seasons do you see this weather in?</li> </ol> <p><u>Criteria for Assessment:</u></p> <ul style="list-style-type: none"> <li>• Recalling weather, students see every day and comparing that to the pattern of weather they are seeing in the picture hung up.</li> </ul> | <p>Learner differences for the lesson:</p> <ol style="list-style-type: none"> <li>a. There will be a vocabulary word of the weather pattern next to the picture on the wall.</li> <li>b. In the student’s journal and on the provided worksheet instead of writing their observations in words they will draw a picture of what they see.</li> </ol> <p>The Middle Assessment learner differences:</p> <ol style="list-style-type: none"> <li>a. The student will only have to describe two of the four sentences on the assessment. With the option of the teacher being a “scribe”.</li> </ol> |
| <p style="text-align: center;"><b>END</b></p>    | <p>1. End with a full class discussion about the weather pattern in the pictures. As a class decides which season the weather pattern shown is. <b>3 mins.</b></p> <p>2. Preview the next day’s lesson: How does daylight differ from season to season. <b>1 min.</b></p>  | <p>x</p>  | <p>x</p>   |

Name: \_\_\_\_\_

### Lesson 1 Middle Assessment

**Directions:** Use the sentence stems to finish the sentences on the weather pattern you saw in the pictures.  
You can use your journal to help you.

The weather pattern I saw was \_\_\_\_\_.

It is \_\_\_\_\_ raining in the pictures.

It is \_\_\_\_\_ snowing in the pictures.

The season I see is \_\_\_\_\_.

**Lesson 1 Assessment Rubric**

| <b>Standards</b> | <b>Criteria</b>  | <b>Great Job!</b><br><b>3</b>   | <b>Making Progress!</b><br><b>2</b>  | <b>Let's Work on It!</b><br><b>1</b>                                |
|------------------|--|---|--|---|
| Standard 1.1.2   | Recalling weather, students see every day and comparing that to the pattern of weather they are seeing in the picture hung up. | Students can recall the weather pattern from the activity. They can finish each sentence from the assessment. | Students recall some of the weather pattern from the activity. They can finish three sentences from the assessment | Students cannot recall the weather pattern or finish the sentences. |