

EASTERN UNIVERSITY
SPECIAL EDUCATION - LESSON PLAN EXAMPLE

Mikayla Crawford Reading Kindergarten
50 min. Weather/Seasons

I. Lesson Overview: We will read the book "Me and The Seasons" by Liesbet Slegers. Students will use prior knowledge to recall the names of the seasons. They will be able to know what the weather is like during each season. They will know the orders of the seasons and be able to know which season is their favorite. They will be able to know what activities are done during each season.

II. Instructional Objectives/Learning Targets:
Concepts and Competencies for all students:

- Know the 4 seasons
- Understand temperature appropriate activities for each season
- Give examples of the general weather patterns during each season
- Recognize when the seasons come in order

Prioritized Concepts and Competencies for students with diverse needs:

- Discuss why it would be inappropriate during some seasons to do an activity meant for a specific season (i.e. why don't we ice skate in the summer?)

III. Grade Level Common Core and/or PA State Standards:

Big Ideas:

- CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

IV. Vocabulary:

Key Vocabulary for all students

- Weather – the state of the atmosphere at a specific time
- Season- one out of the 4 times during a year when the weather is different from usual
- Winter- the coldest season
- Spring- when plants start to grow
- Summer- the hottest season
- Fall- when leaves begin to fall and the weather is cool

Prioritized Key Vocabulary for students with diverse needs

- Seasons- one out of the 4 times during a year when the weather is different from usual
- Weather – the state of the atmosphere at a specific time

V. Materials/Resources:

- The book "Me and The Seasons"
- A white board
- A dry erase marker
- Carpet squares

VI. Classroom arrangement: Students will be arranged in a circle to listen to the story and raise their hands to answer questions. They will stand up to put a tally mark under their favorite season on the whiteboard.

VII. Instructional Process:**Introduction/Anticipatory Set:** (10 minutes)

- Bring prior knowledge about seasons and weather
- Remember to raise your hand, follow along with the reading
- Students are expected to sit still in the circle and remain quiet
- Engage students by standing up and acting out the weather (winter - hands as snowflakes, spring- sit down and stand like flowers growing, summer- fan self like heat, fall- have students fall over like leaves)
- Capture their curiosity by asking about the seasons and telling them about the weather and temperatures of seasons
- Students draw each season on a piece of paper to activate their brain for learning
- The teacher will ask students about good memories they had during each season

Developmental Activities: (25 minutes)

- Students should read the story with the teacher and summarize the story together
- Students will be sitting on their carpet squares in a circle so they can all see the book
- Students summarize the story with guided questions by the teacher
- Students describe the seasons one by one (raising their hand to answer questions)
- Students define the vocabulary terms from the reading
- Play the "Seasons Song" on youtube
- Students will just listen to the song for the first time.
- Students will be instructed to sing along the second time
- Students will learn dance moves and dance along the third time

Closure: (15 minutes)

- Students will answer questions about the seasons and put a tally under their favorite season on the whiteboard
- The teacher will state that today they learned about seasons and weather and he/she will help students recap what they have learned
- Students can choose a project:
 - Snowflake cutouts for winter
 - Flower cut outs for spring
 - Sun drawings or cutouts for summer

- Fall leaves and cutouts for fall

VIII. Management Plan:

Universal design for learning:

- Students will learn about the seasons by reading the story and talking about their favorite seasons. The teacher will keep students engaged by asking questions and keeping the classroom focused. Students should know what the seasons are and be comfortable describing the weather within each season.

Individualized Student Planning for Students with Disabilities:

Student with ADHD

- Keep student engaged by asking questions and having them act out the story (get the entire class involved so the student isn't singled out)

Student with hearing impairment

- Intentionally sit the student close to the book so he/she can read the words
- Pass around objects that relate to each season
 - Fall-leaves
 - Spring-flowers
 - Winter-ice cubes/cold water
 - Summer-plush sun/picture of the sun

IX. Formative/Summative Assessment:

Formative:

- Writing their favorite season on the whiteboard
- Draw a picture of them during each season outside (to show the weather and season-appropriate activities)

Summative:

- On a test, the questions would describe the season and they would have to select the correct season on multiple choice answers and be able to draw pictures of an activity they could do during that season.

Potential barriers to access instruction and learning:

- Students may get bored of reading
 - Have stretch breaks during the story or pause to ask questions and have students share their experience during each season
- Students may not be able to sit quietly
 - If they aren't being quiet for the story, try a kids video about the seasons
 - Have them stand and spread out and walk around to show them the pictures