Katie Fanning

Student Teaching: Kieffer

Subject: Science

Grade: 1

Rationale:

The purpose of this lesson is for students to understand what clothing is appropriate to wear depending on the season. Depending on the time of year, the weather influences the activities you do and how you dress. This lesson is important because students need to think about what each season entails and how to dress for that season depending on the weather. Understanding that the weather changes depending on the season is an important idea when discussing the topic of weather. Students need to understand that the weather changes from day to day but also from season to season.

Standard:

5.4.2.F.1: Observe and document daily weather conditions and discuss how the weather influences your activities for the day.

Source:

* <http://exchange.smarttech.com/details.html?id=2242bbc4-2397-44bf-8ebc-fb4005ba962f>
* Mrs. Kieffer’s Worksheet

Objective:

* Through discussion and an interactive Smartboard manipulative, students will be able to correctly identify appropriate clothing for a specific weather condition given.

Materials:

* Smartboard Weather Bear
* Sorting worksheet
* Scissors
* Glue
* Chart on Smartboard for brainstorm

Procedure:

* Introduction:
	+ “Scientists, yesterday we began talking about weather. We worked in our groups to discuss what weather is and shared at the end of the period. Today we will be further investigating weather and talking about what we wear depending on the weather.”
	+ “Here are four types of weather we know. Who can tell me what they are?”
		- Have students answer
	+ “Great job! Now I want you to think about what you wear depending on the four types of weather we have up there. Turn and talk with a partner about one or two.”
		- Have students turn and talk with a partner for 1-2 minutes.
* Lesson Development:
	+ “Now that you have some ideas about the types of clothing we wear, I would like you to think about how we would dress Mr. Bear depending on the weather condition outside. Krris (star of the week), which weather condition would you like to think about first?”
		- Have student come to the board and drag the weather choice into the sentence.
	+ “Who can come up and show me one piece of clothing Mr. Bear needs for \_\_\_\_\_\_\_ weather?”
		- Have students volunteer one by one to drag a piece of clothing on to the bear.
		- Ask questions such as:
			* Why does Mr. Bear need \_\_\_\_\_\_\_\_?
			* What does \_\_\_\_\_\_\_\_ feel like? (temperature wise)
			* Do we agree with \_\_\_\_\_\_\_\_’s clothing choice?
	+ Once students have completed Mr. Bear’s outfit for the chosen weather, have a different student choose a new weather condition.
	+ Continue dressing Mr. Bear for the different seasons.
		- Assess students based on how well they are able to choose clothing (Is it correct? Do they choose an article of clothing with ease?)
* Conclusion
	+ Once students have an understanding of which articles of clothing to choose during a specific weather condition, have them all sit, look, and listen.
		- “You did a great job dressing Mr. Bear! Depending on the weather outside, it is important to think about how to dress and what clothing items we choose. The weather can have a big impact on our wardrobe!”
	+ Introduce worksheet.
		- “Now, I am going to give you this worksheet to work on independently at your seats. You are going to cut out each of the clothing items on the side and sort them depending on where they belong for the weather condition. You can raise your hand and we will check them once you are done. After we check your sort, you can glue and color the pictures. Have fun!”
			* Have Krrish distribute papers and call students back to seats.

Assessment:

* Students will be assessed by how well they are able to complete the worksheet given at the end of the lesson. Students should be able to accurately match the clothing article with the weather given with minimal errors (95% accuracy).