

## Reasons 4 Seasons

### Direct Instruction Lesson Plan

Teacher: Miss Kachmor

Grade Level: 2<sup>nd</sup>

Lesson: Do you see the change?

Time allotted: 30 mins-45 mins

**Overview:** This lesson is designed to teach the students about the change that occurs from season to season. I will go about teaching this lesson my lecturing to my class about the seasons and the changes that occur by doing a power point presentation.

**Goal:** The second graders will understand the concept of change and learn about the seasons.

#### **New York State Standards:**

##### **Standard 4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting.

**Performance indicator:** Describe patterns of daily, monthly, and seasonal changes in their environment

##### **Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Performance indicator:** Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams

**Key Idea:** Students will listen, read, look and discuss with their class mates what they knew and what they learned about change. Students will work together, as well as separate to show their understanding of what was taught.

**Objectives:**

Given a book to read and comprehend the student will write three sentences about the seasons and have no errors in their facts.

The student will write about each season and associate each season with the correct calendar months as well as including information from the power point. The student will be scored on the accuracy of each sentence as well as the information.

The student will describe what happens to the weather in each season and will be able to complete worksheets that ask various questions about the weather of the seasons and have a score of 10/12.

**Materials:**

Paper

Pen

Books about the seasons

Computer

Class mates

Poster board

Markers

**Introduction/ Anticipatory Set: I DO**

To begin I will first signal the class by clapping and having them repeat after me so I know I have their attention before I begin. I will then ask my students to all close their eyes and take a deep breath, and then I will show them a short video clip about change within the seasons. When the clip is done I will ask the class to tell me what came to their minds after watching the video clip and I will write it on the board. After this I will make my transition into the development part of the lesson.

Now that I see you all know something about the seasons of the year and what occurs during seasons, I will now teach you about the main changes that take place during the seasons.

### Development: I DO

I will now teach this lesson using Direct Instruction, by doing a power point presentation

#### Do you see the Change?

Winter Spring Summer Fall

#### What is change mean to the seasons?

- › **Change:** Means to transform or convert, means to become altered or modified.
- › The seasons change in multiple ways!
- › Can you name any changes that you think take place in the transition from season to season?

Here I will give the students the definition of change and ask them if they know any that take place.

#### THE 12 MONTHS



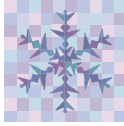
I will use this slide to check and see if the class knows what the months are. Seeing how months are a part of the seasons.

## Months of Winter

**December**



**January**



**February**

## WINTER

► Winter comes after fall and before Spring



- \*The trees lose all the leaves
- \* We start to dress warmer
- \*It gets colder out
- \* It gets darker earlier
- \* Snow Falls !!
- \* Some animals go into hibernation.

After showing these two slides and teaching them about winter I will check for understanding by asking them to repeat the changes I just told them about.



## Months of Spring

**March**  
**April**  
**May**



## Spring

\*Spring Comes after Winter and before the Summer

\*Rain helps to melt the snow

\*Snow begins to melt

\*Lighter cloths are worn more

\*We start to see green grass and flowers blooming

\*Outdoor sports and activities are beginning to be played more



I will check for understanding by again asking the class to repeat what I just taught them about the spring.

## Months of Summer



**June**  
**July**  
**August**



## Summer

\*Summer Comes after Spring and Before Fall

\*Weather gets warmer and warmer

\*Pools are open

\*Summer cloths are worn

\*School is almost over

\*Animals come out of hibernation

\*Baby animals are born



This time when I check for understanding I will ask the class to tell me what they learned about summer, but also ask them to tell me what happens in winter and spring.



I will check for understand here by asking them to share with a partner the changes that occur in fall from my power point.



This is the last slide!! I will check for the classes understanding by making a chart on the board with them. They will tell me the similarities and differences of the seasons.

Now that I see you all have a better concept of the seasons and the changes that occur in each, we will do some activities together to reinforce this information.

### Guided practice: WE DO IT TOGETHER

For this part of the lesson I will have a packet for each student with various activities and worksheets in it that will re enforce the information I just presented to my class.

**Activity 1:** this is a worksheet for the students to do that will help me to see their understanding and comprehension of what I just taught them. I will also be able to see how their writing and rhyming is as well.

Name \_\_\_\_\_ Date \_\_\_\_\_

Brainstorm words about fall and write them in the box below.

Fall Words:

Use these words to write a poem about fall.

Fall



by \_\_\_\_\_

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**Activity 2:** This activity is another way for me to see how well my students understood what they were taught, just about a different season than fall this time.

# A Snowy Day

Have you ever been outside on a snowy day? If not, have you seen a picture? Draw a picture of a snowy day. Then write a paragraph describing your picture in detail.

Draw your picture in the box.

## Snowy Day

[illegible]

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**Activity 3:** This activity will also assess the class in what they learned but in a different way.

## Crossword: Summertime

### Across

4. wear these on your feet to be cool
6. use this to fish for crabs in the pools
8. place with lots of sand
10. a body of water with a beach
11. a game people like to play at the beach
13. little creatures used to live in them
14. you can find lots of creatures hiding here
15. what you wear to go in the sea

### Down

1. you need to blow air into this  
to play
2. build using lots of sand and  
shells
3. it moves sideways along the  
beach
5. season after spring
7. green, brown, slimy
9. use this to put sand in bucket
12. put sand in

**Activity 4:** This is for at the end of the booklet; let them have fun, while still reinforcing what was just taught.

### Spring is here!



w b u d s e e b  
a w a u l t q d  
r i n s n i a r  
m n c d w k e w  
y d w a q q t c  
j a f v d p h a  
u i l d s z b s  
c k m p n b b a

bees  
buds  
kite  
play

rain  
sunny  
warm  
wind

Then I will hold up various pictures and ask the class to tell me how they relate to change and the seasons. Next I will read a book to the class as we go outside. By doing this they will become more excited and interested in what we are learning about. As a class we will walk around outside and observe the environment and see what changes have occurred are about o occur form the transition from spring to fall



and fall to winter for now. When we return to class they will write three sentences in their journal about what they saw outside.

**Accommodations:**

When teaching about the season by using the power point I will accommodate all the students. For those who learn best visually I will have a copy of the slides so they can ready along with me. I will also give the students who have more difficult of a time with following or understanding directions, and explain the task to them in a way they may better understand. I will give the students an amount of time in which they have to complete work and if they are unable to complete it I will assure them that it is okay and they will be able to finish it later or for homework.

**Closure:**

To wrap up I will ask the class to tell me what the general idea is of what was taught to them today. I will then ask them questions.

What are the four seasons?

What months are in the season fall?

What months are in the season winter?

What months are in the season spring?

What months are in the season summer?

Does change occur in every season?

What are some of the changes?

**Independent Practice: YOU DO**

**In-class, if time permits** you will write down what you found most interesting from today's lesson.

For homework out-of class, each student will share what they learned today to a sibling, parent, or neighbor.

**Evaluation:**

**Diagnostic:** By asking questions after watching a short video clip will help me to pre-assess their prior knowledge.

**Formative:** Throughout the lesson checking for understanding methods, such as asking questions, having them tell me or making a graph will be used.

**Questions for personal reflection:**

Did I use a useful video clip in my anticipatory set to get the students interested?

Did I get their attention from the beginning?

Did I provide enough information about the various changes that occur in my power point?

Did I present the material to the class in a way they could understand?

How did I do teaching to all types of learners?

Did my class learn something?

How well did I present this topic?

**Resources:**

<http://youtube.com/watch?v=rqe-FEk-OZE>