

Karla Anderson – Lynn Road

Title of the Lesson: How Are The Season's Different Paper Slide (wrap up)

Grade Level: Kindergarten

Length of Lesson: 3 days

Overview: Students will create a poster about one season. After posters are created, the class will create a picture slide movie.

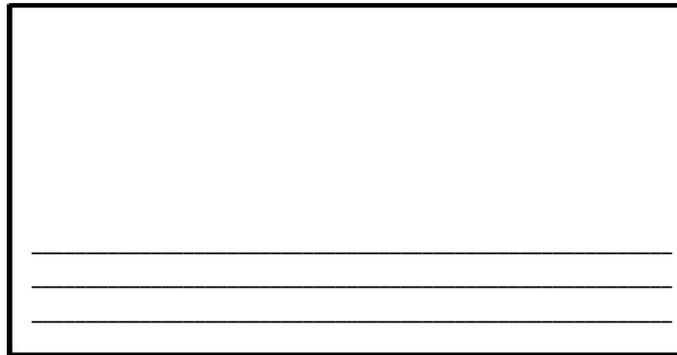
Essential Learning Outcome Questions: By the end of this lesson, students will be able to determine how weather changes from season to season.

Common Core Standards:

K.E.1.2 Summarize daily weather conditions noting changes that occur from day to day and throughout the year.

K.E.1.3 Compare weather patterns that occur from season to season.

Materials Needed: White Construction paper (with pre-drawn lines), markers/crayons, pencil, flip-cam



Science Content Words: Use these words throughout the lesson to guide students.

- Weather
- Hot
- Warm
- Cold
- Meteorologist
- See, Hear, Smell,
- Touch
- Cloud
- Precipitation
- Temperature
- Inside
- Outside

- Rain
- Snow
- Wind

Lesson:

Day 1: 30 minutes

1. On day one introduce the mini weather project by showing

<http://www.youtube.com/watch?v=huPited6XPo..> Discuss with your students that they will be making a paper slide all about their favorite season.

2. Today I am going to make a poster with a lot of pictures about my favorite season. I then write one or two sentences about something I know.



2. "I want everyone to close their eyes and imagine their favorite season. Now that you are thinking about winter, spring, fall, summer... picture what it looks like outside. Use your senses how does it feel, what does it look like, what do you smell. Is it raining, snowing or are the leaves falling."

3. Now open your eyes and turn and talk to your partner about what you imagined. Partner 1's do the talking and 2's do the listening, and then switch.

4. Have students go back their seat and write their name, date and season at the top and have them begin creating their poster. Instruct students to do their pictures for and add a lot

of detail!

5. If students begin to finish their pictures, they may start to write their sentences. As you are walking around remind students to look at the science wall and try to include some of the learned words for the unit in their posters.
6. Bring students back to the carpet and have 2 students show their progress.

Day 2: 30 minutes

1. Gather all of the students on the carpet and show them your poster from yesterday. Tell them their goal today is to finish up their drawings quickly and to write at least 2 facts or statements about their season.
2. Show students how you can add more detail to your picture and add another sentence. For example: " If I looked at a thermometer, It would show me it is cold outside."
3. Send students back to their seats and remind them to use the science word wall to help them write their sentences. *If you have a TA, they can pull a small group to help them move along*
4. As you are walking around if students begin to finish up remind them they may add more detail to their pictures or words and add labels to their pictures.
5. Bring students back to the carpet and have 2 students show their progress.

Day 3: 30 minutes Wrap up and tape

1. Gather all of the students on the carpet and show them the flip cam. Tell them "this is the magic machine that will turn all of our posters into a movie! Today we are going to be actors with our voices. When we create our movie you will have to read your writing to tell

everyone about your poster. so when you finish up today make sure you practice reading your words nice and slowly!"

2. Give student students about 5 minutes to finish their posters. When they get done tell them to practice reading their writing.

