

VIS IO N- SE TT IN G: KN O W, SO, SH O W	1a. STANDARD NJ Common Core Standards	1b. Detailed Student Learning Objectives							
	<p>CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood</p>	<ul style="list-style-type: none"> Scholars will engage in rich discussions about winter and spring and participate in art activities gain an understanding of seasonal changes. Scholars will be able to identify the differences of winter and spring. They will also demonstrate an understanding of the story concept by providing a rocking retell of the story. 							
	2. TEACHING POINTS (Enduring Understandings)								
	<ul style="list-style-type: none"> What is the weather like during the winter? What is the weather like during the spring? What are some types of winter/spring clothing that are needed for the seasons? 								
	3. ASSESSMENT								
<p>Teachers will informally track scholars’ understanding of the lesson through observational and anecdotal records as they are asked to work in small groups, sorting and identifying examples of winter and spring clothing.</p>									
4. STUDENT ENGAGEMENT (check all that apply)									
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5. Adaptations									

- Small group instruction to support each scholar’s needs.
- Gear up- provides scholars with work above grade level.
- Gear down- reteach the lesson on a grade level below and or provide one on one instruction.

During small group work, scholars will be grouped to highlight their strengths. Scholars who are skilled at

Identifying the differences of winter and spring will be paired with students who may have difficulty.

They will

Each has items to sort so that everyone is provided with the same opportunities.

Scholars who need support, they will be paired in a small group and will receive prompting and guiding questions from the instructor to help guide scholars to think critically, identify and sort correctly.

For those scholars who have learned these differences quickly, they will gear up and be provided with a set of

items that pertain to winter and spring. Scholars will have to use their schema because the items are not clearly

Identifiable.

PROCEDURE AND PRACTICE		MATERIALS
TEACHER’S ROLE	WHAT ARE STUDENTS DOING?	
1. STARTER/ANTICIPATORY SET (8 min.)		

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The teacher will read the book “Spring is Here!” by Mary Packard.



Before reading:

- Looking at the title, cover, and illustrations/pictures, what do you think happen in this book?
- What do you already know about the topic of this book?

During reading:

- What pictures/images did you see in your head?
- Teacher stops reading and model what good readers do? Ask scholars what are you wondering about?
- What questions do you have?

After reading:

- What are some of the things that happened in the story?
- What is the story mostly about?
- Which was your favorite picture in the book? Why?
- Does it remind you of something you’ve experienced in your life?

Scholars listening to a story being read by the teacher. The scholars will engage in discussion before reading, during reading and after reading the book “Spring is Here!” by Mary Packard.



Models and Pictures of Three-Dimensional Shapes. Math Journal, chart paper, pencils, markers and, teacher made materials.

2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (15 min.)

<ul style="list-style-type: none"> • Today, we will discuss and describe how the environment changes from winter to spring. • Teacher will use a T chart and record the scholars' responses to the following questions. Read responses out loud. • Ask children how the trees and the environment changed from the beginning of the book with the end of the book. • What is the weather like during the winter? • What is the weather like during the spring? • What are some types of winter/spring clothing that are needed for the seasons? 	<ul style="list-style-type: none"> • Teacher will display pictures/artifacts using the smart board to address any misunderstandings. • Children will be allowed to touch feel and identify the different artifacts for winter and spring. 	
<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (20 min.)</p>		
<ul style="list-style-type: none"> • Teacher will break scholars into small groups of 3 or 4 students. Instructors will provide scholars with examples of what should be worn during the winter and the spring. • Scholars are required to identify, and sort an article of clothing such as coats, jackets gloves, hats, sandals, sweaters, etc. • Teachers and scholars will create a drawing of a winter scene and a spring scene identifying the clothing that's needed. Encourage children to think about what they wear during the winter and spring. • The groups will then share their findings of each season and its attribute with the class, including name of the season and the artifacts that should be worn in winter and spring. 	<p>Teacher will walk around to observe students performance and check for understanding or provide one on one support if needed.</p>	
<p>4. INDEPENDENT PRACTICE (20 min.)</p>		

	<p>Teacher will ask scholars to return to their seats after working in small groups. Teacher will give scholars a long piece of construction paper with a T chart. One side labeled winter and the other side labeled spring. Students will create a drawing the represent a winter and spring scenery that shows how things change from one season to another.</p>	
	<p>5. CLOSING (9 min.) Exit Ticket</p>	
	<ul style="list-style-type: none"> • Students and teacher will have a discussion to wrap up the lesson. • In addition, scholars will share their drawings with the class. 	<p>Scholars will ask any remaining questions for the teacher. They will also discuss their drawings</p>
<p>RE IN FO RC EM EN T</p>	<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). Have scholars name the seasons and tell what the weather could be like for each season. Discuss with children what activities you might do in each season.</p>	