**Molloy College**

**Division of Education**

**Lesson Plan Template**

**Heading for Coursework**

Student: Brittni LoNigro and Jillian Mayr

Professor Blair and Professor Sheehan

Course EDU 5240.03 Date: April

Topic: Difference Between Weather and Climate

Content Area: History/Science

**STANDARDS AND INDICATORS**

**Civic Literacy: 2017 Standards for Preparing Social Studies Teachers**

**Standard 5: Professional Responsibility:**

 Candidates will expand on their knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities

*Indicator: This will be evident when the students work in small groups to complete their VennDiagrams.*

**Next Generation Science Standards:**

***HS-ESS3-4.*** Evaluate or refine a technological solution that reduces impacts of

human activities on natural systems. (NCA-related content:  Mitigation, Adaptation)

*Indicator:* *This will be evident when the students brainstorm ideas after watching “What is the Difference Between Weather and Climate” and participate in a class discussion to define and explain the differences between weather and climate.*

**INSTRUCTIONAL OBJECTIVE(S)**

After watching the video, *What’s the Difference Between Weather and Climate?* and participating in class discussions on weather and climate, students, in small groups, will create a Venn diagram differentiating between weather and climate. Mastery will be determined by achieving ⅘ on a teacher-designed checklist.

**DEVELOPMENTAL PROCEDURES (\*Engaging the learner)**

1. **MOTIVATION**

 Students will join in a class discussion about climate and weather.

They will respond to teacher directed questions and their responses will be posted on the

SMART Board *(What is weather?, When you think of weather, what words might you use?“What*

 *is climate?, Are they the same? Why do we use 2 different words to refer to them?, If they are*

 *different, why?, Can you give any key words to help define either*?).

The students will use their responses to complete the K and W sections of a KWL Chart.

 (15 minutes)

1. While sitting in the groups, students will watch *What’s the Difference Between Weather and Climate?*  As they watch this video, the teacher will ask a variety of guided questions focusing on the difference between weather and climate. (What words stood out to you?, What are some key words you would use to describe weather? What about climate?)
2. Following the video, while also giving the students time to brainstorm their own ideas once the video is completed, the students will share what they learned with the rest of the class. They will give specific evidence provided by the video. All the information gathered will be documented on the smart board for the class to see. (20 Minutes)
3. The teacher will start this section of the lesson with guided questions. Asking the students if they believe that weather and climate have the same meaning. They will use the information provided for them on the smart board to assist them with this task. The students will then be asked to come up with their own definitions for each word. (12 minutes)
4. The student will then view a teacher designed PowerPoint defining and giving examples of key words and terms that go with both climate and weather respectively. They will be asked to actively separate the key terms defining either climate or weather and place them under the correct term. (What words did you see often? What words would you use to describe weather? What words would you use to describe climate? Do you see any similarities between weather and climate?(15 minutes)
5. The students will be shown an example of a Venn Diagram based off the lesson they are currently learning and explained how it works. Then in teams, the students will create their own Venn Diagramsto give visual support to definitions introduced and differences and similarities between “climate” and “weather”. The students will use information gathered throughout this lesson and brainstorming to complete the Venn Diagram which will be accessible at all times via the smart board. They will be graded on a teacher based checklist needing a ⅘ to show understanding of content. (20 minutes)
6. **Closure:** To close this lesson, for homework the students will be asked to complete the L section of their KWL chart. The information will still be available to them on the smart board. They will engage in discussion with their group about what they learned and document it for the teacher to look at to ensure the lesson objective was met.

**ASSESSMENT *(formal & informal)***

Informal assessments

One informal assessment will take place when the students work together to complete the KWL chart. This will show what they already knew and what was learned.

The students will also show understanding of the content as they respond correctly to guided questions which are asked throughout the lesson.

Formal assessment

After watching the video, *What’s the Difference Between Weather and Climate* and participating in class discussions on weather and climate, students, in small groups, will create a Venn diagram differentiating between weather and climate. Mastery will be determined by achieving ⅘ on a teacher-designed checklist.

**INSTRUCTIONAL STRATEGIES**

* Brainstorming ( allows students to provide insight and ideas to gain wider knowledge of content)

Indicator- This will be evident when the teacher asks the students to share what they believe they already know about climate and weather. It will also be used during the creation of the Venn Diagram.

* Discussion (engaging in meaningful discussions about the content).

 Indicator -This will be used in various parts of the lesson to further student knowledge on the topic.

* Guided Questions (asking a variety of different types of questions on various levels of Bloom’s Taxonomy)

Indicator- The teacher will start off multiple sections of this lesson asking the students questions to get their brains thinking. They will also be used as closure leading into a new activity.

* Small Group Activity (students will reflect on what they learned and evaluate their work by using the checklist that they were given)

Indicator - The students will work in small groups to discuss, brainstorm ideas and complete the Venn Diagram. They will also work together to separate the key terms.

**ADAPTATIONS**

**Student 1**

* Beth will be given multiple visual aids throughout the lesson. This will be done through the various videos and charts created with the class. She will have access to them throughout the entire lesson for reference. The room will also be accessible for Beth’s wheelchair. There will be limited movement throughout the lesson ensuring that she will be able to participate to the full capacity.

**Student 2**

* Sean struggles with his handwriting. If needed he will be given extra time to focus on his handwriting and complete the tasks as neatly as possible. He also will have the option to verbally deliver his answers to his mentor sitting with him at the table to document for him if he so prefers. Sean is also a visual learner who will be prompted with constant access to the smart board and Venn Diagram example.

**Differentiation of Instruction**

*Visual*: Students who learn best through visual instruction will be supported by the video *What is the Difference Between Weather and Climate* and the use of the smart board and KWL chart.

*Auditory* : Students who work better with a auditory-verbal approach will be supported with the class discussions,group brainstorming, and the Venn diagram activity.

*Kinesthetic* : These students who learn best with kinesthetic learning will be engaged while creating the Venn diagrams with their small groups.

*Struggling*: Struggling students will be assisted by the mentors that are sitting within their groups. All will also have access to the teachers who are going around the room while the students work with their small groups. Meeting with these small groups to help extend their thinking.

*Advanced*: Will lead group discussion and assist others within the group with completion of the assignments.

**REFERENCES**

Next Generation Learning Standards. (n.d.). Retrieved from

<http://www.nysed.gov/next-generation-learning-standards>

(2018, September 28). *What’s the Difference Between Weather and Climate?*[Video File]. Retrieved From.

<https://www.youtube.com/watch?v=vH298zSCQzY>

Whats the Difference Between Weather and Climate? What is Climate?

From.

https://[www.eo.ucar.edu/kids/green/what1.htm](http://www.eo.ucar.edu/kids/green/what1.htm).

Link to our Power Point.5

<https://docs.google.com/presentation/d/1eb6vliTGxHXduKUK1blkfOF79WT0mn5PKWPstSmA6wE/edit?usp=sharing>

Teacher Designed Checklist:

|  |  |  |
| --- | --- | --- |
| Task: | YES | NO |
|  |  |  |
| Uses minimum of four key terms when designing Venn Diagram |  😄 | 😕 |
| Students work as a group cohesively completing the assignment | 😄 | 😕 |
| Has clear written work, with or without help | 😄 | 😕 |
| Shows understanding of the differences between weather and climate | 😄 | 😕 |
| Completed the assignment within the allotted time | 😄 | 😕 |