LESSON PLAN
Lesson One of Three

1. Organisation of the Lesson

Lesson Topic:
The Seasons Cycle

Discipline:
Science

Strand(s) & Substrand(s):
Science Understanding:
Earth and space science
Daily and seasonal changes in our environment, including the weather, affect everyday life

Date:
September 18th, 2013

Grade(s)/ Year Level(s):
Foundation Year/Foundation Level

Duration of Lesson:
45 Minutes

Standard(s)/Learning Outcome(s)/Learning Intentions:

Standard:
‘They suggest how the environment affects them’

Learning Outcomes:

- Identify and understand each season and comprehend a description of each season
- Define and illustrate typical characteristics of each season
- Identify and explain items appropriate to each season

Indicators:

- Differentiates between each of the four seasons through use of clear and comprehensive examples of what is used in each season
- Accurately arranges and outlines the months of the year
- Identifies each month in relation to appropriate season
Assessment:

Success Criteria:

- Accurately allocate seasonal items into appropriate seasonal boxes
- Correctly matches images, months names and key events to suitable season
- Successfully displays relevant input in class discussion in relation to the impact that each season has on humans

(Opportunities to Provide Feedback):

- Students will participate in a two minute discussion about the topic of seasons in the development stage of this lesson. This allows them to start thinking about the topic and will become to springboard for further discussion and the lesson as a whole.
- Whole class discussion around words for different weather and events that can happen in a season. This will be facilitated by the teacher. These words will then be segmented into each season group and will become part of a display wall that will be added to later in the unit of work. All participation will be praised to assist students to feel comfortable to progress through the lesson in a safe and secure environment.
- Scaffolding will introduce students to the stages of the year through the reading of Jane Godwin and Anne Walker's All Through The Year. After group discussion and brainstorm, students will then participate in small group work sorting various items into the season which they deem most appropriate. Following this, students will then move towards individual work when they complete a Seasonal Cycle Chart. It is through this scaffolding of student knowledge that the teacher can gain information about what they already know and obtain feedback about what they need to focus on for the next element of the lesson.
- Discussion around whether learning outcomes for the lesson were achieved and how this was the case. Learning outcomes that may need to be revisited later are also discussed.

Teaching Focus

I have chosen to focus on establishing a fair, safe and secure classroom environment where students can develop group work skills by working:

- collaboratively; contributing to each other’s learning
- cooperatively; in order for all students to be individually accountable for their work, and
- independently; with differentiation in place for all teaching practice so that all students have the ability to succeed.

Emma Hancock
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Background to the learning:

A. Teacher
   - Class Ideas K-3: Seasons
   - Australian Curriculum Webpage: Science – Foundation Year
     http://www.australiancurriculum.edu.au/FoundationYear
   - All Through the Year – Jane Godwin and Anna Walker
   - Understanding Science: Lower Primary – Peter Clutterbuck
   - Early Years Themes: Science - R.I.C Publications

B. Pupil
   - The group and partner discussions and brainstorming strategies helps me to gather information around what the students already understand about the seasons.
   - The activities express to me what the children, as individuals and groups can correctly identify elements of each season and decide which month belongs in which season.

Lesson Resources:

   - Electronic whiteboard (if possible) / Normal white board can be used
   - A copy of All Through the Year written by Jane Godwin and Anna Walker
   - Blu tack
   - Resource 1 – Month Flashcards
   - Resource 2 – Seasonal Cycle guide for drawing on whiteboard – or use original for SmartBoard
   - Resource 3 – Representation/guide for how to set up ‘Season Boxes’
   - Resource 4 – Seasonal Cycle Chart A3 Worksheet
   - Masking Tape
   - Items for BIG BAG OF SEASONAL STUFF including:
     ✓ Bottle of sunscreen
     ✓ Hat
     ✓ Bathers
     ✓ Rake
     ✓ A collection of leaves
     ✓ Scarf
     ✓ Blanket
     ✓ A packet of soup
Assessment Task Two: Planned unit and resources

- A packet of seedlings
- A plastic flower
- A watering can
- Big bag to hold all seasonal items
- Class set of scissors
- Class set of glue sticks or paste
- Chart of the months of the year

2. Content of Lesson:

A. Introduction 5 mins

- Teacher will settle class through clapping strategies to gain student attention. When attention is given, children will be asked to sit on the floor. Positive reinforcement will be given to the first few students sitting reading to learn and others will thus be motivated to engage in the same behaviour.
- Teacher to read the picture book All Through the Year written by Jane Godwin and Anna Walker to the students

B. Development: 30 mins

What is a season?

- Teacher will lead a discussion about the weather that is happening outside by asking, “Can you tell me some things about the weather today?”
- Teacher will introduce the topic for the lesson, Seasons.
- Teacher will pose the question, “What is a season?” and students will pair up for two minutes to discuss, teacher asks one person from each pair to share what they discussed.
- The words and suggestions of what has been discussed are brainstormed on an electronic whiteboard (if available) and will later be added to the class word wall. This discussion will enable students to become familiar with a rich language around the topic and will act as a springboard into the topic.
- The topic that the students will be learning about will be restated and the learning outcomes that will be achieved by the end of the lesson will be stated explicitly.

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What months are in each season?

- The teacher is to reread the book to the class.
- As the teacher reads the book to the class. Each month will have its own coloured flashcard (resource 1), as each month is encountered in the text, the teacher will ask the class where they think this month falls in the seasonal cycle that is drawn up on the whiteboard (see resource 2). Upon discussion with students, the teacher will place coloured month flashcard in the correct quarter of the cycle. The colours of the flashcards will coordinate with the colours of the cycles written on the board. This is a time where differentiation is incorporated into the lesson, as some students will possess such knowledge of months and their place in the year and others will be learning from them. In this way, all students are able to be learners in the classroom to achieve a common goal. There will be a chart of the months of the year on display to assist students with this task.

What things do we expect to see in a season?

- Upon the completion of the book and the allocating of the months into each season, draw student attention to the carpeted corner of the classroom where the ‘Season Boxes’ have been set up (this has been set up earlier by the teacher with masking tape outlining four boxes, around one square meter each – labelled one for each season - see resource 3 for display)
- Teacher presents to students the BIG BAG OF SEASONAL STUFF and (in groups of four) students will be called to the front of the class and pick an item out of the bag
- When a group of students has picked out an item, teacher leads a discussion with them in front of the rest of the class that is waiting for their group turn. Blank questioning techniques will be used: “What is it? What do you think it is used for? What season do you think it would be most likely to be used? What will happen if...? etc” It is through these open-ended questions, that the teacher is differentiating the learning to cater for a mixed ability classroom. These questions are appropriate for a simple answer, whilst still challenging the critical thinkers in the classroom. An umbrella, for instance, could be placed in winter for protection from rain, but also in summer for protection from the sun.
- Students then place the item in the quartile that they believe it most fits. This continues until all items are allocated a season.
What do we need for each season?

- Teacher gains whole class student attention through clapping activity and students are asked to return to the floor.
- Teacher explains to students their next task. This is to complete the cut/paste activity of a Seasonal Cycle Chart – resource 4. This activity requires students to cut and paste relevant pictures, month names and one birthday token to the correct seasonal quartile. Teacher will model through cutting out one picture and one month and sticking it in the season quarter that it fits. Teacher will also model placing of the birthday token to individual season and explain that this will not be the same for everybody. Teacher will explain to students that if they are unaware of their birthday, she/he will tell them what it is.
- Teacher will remind students that the seasonal cycle (on SMARTboard) and the masking tape items square will stay on display while they complete this task and direct them here should they require assistance.
- Students return to their seats and complete the Seasonal Cycle Chart.
- Teacher will circulate room while students are completing this task and offer assistance when necessary.
- Teacher will give a minute warning before students have to pack up.

C. Consolidation and Practice 5 mins

- Teacher outlines what a season is and how it affects the students’ lives in different ways
- Teacher discusses what we need in each season and calls for students to offer examples
- Teacher reviews and scaffolds student understanding of the topic of seasons
- Student knowledge is put into practice when students make their own Seasonal Cycle Chart
- Teacher gives feedback to the class as a whole and revisits the learning outcomes that are stated at the beginning of the lesson

Extension to the activity:

In the case that there are early finishers, students are able to write a sentence/paragraph about which is their favourite season and why.

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D. Closure

- Students are already seated on the floor; teacher regains attention using a clapping strategy.
- Teacher refers the class back to the learning goals and discusses with them whether or not these were achieved throughout the lesson. Teacher could also discuss if student had difficulty anywhere and any areas that need further development.
- Teacher praises the great listening, partner work and group work that has been observed as the lesson took place.
- Teacher informs students who did not finish their Seasonal Cycle Chart to put them away in their tubs and save it for another day when they finish another task early.
- Before students leave teacher to play a quick musical video about the seasons to reinforce key points:
  - [http://www.youtube.com/watch?v=ksGiLa1x39c](http://www.youtube.com/watch?v=ksGiLa1x39c)
- Teacher to excuse students
Enclosed are the following resources:

**Resource 1** – Month flashcards to go with the book, *All through the year*.

**Resource 2** – Demonstration diagram of how to draw the seasonal cycle on the board.

**Resource 3** – Photograph to display correct set up of ‘Seasonal Boxes’

**Resource 4** – Seasonal Cycle Chart A3 Worksheet
Lesson One: Resource 3:
Photograph to display correct set up of Seasonal Boxes

How to set up the 'Seasonal Boxes' – include further items (see lesson plan – resources)
Lesson One: Resource 2.
Demonstration of how to draw the seasonal cycle on the board.
LESSON PLAN
Lesson Two of Three

1. Organisation of the Lesson

Lesson Topic:
The Seasons Cycle

Date:
September 19th, 2013

Discipline:
Science

Grade(s)/Year Level(s):
Foundation Year/Foundation Level

Strand(s) & Substrand(s):
Science Understanding:
Earth and space science
Daily and seasonal changes in our environment,
including the weather, affect everyday life

Duration of Lesson:
45 Minutes

Standard(s)/Learning Outcome(s)/Learning Intentions:

Standard:
‘They suggest how the environment affects them’

Learning Outcomes:

- Identify their birthdate in relation to the month and season it belongs to
- Illustrate the impact each season has on their day to day life
- Discuss and display an understanding of changing needs relevant to each season

Indicators:

- Display birthdate in relation to each season on a whole class bar graph
- Accurately describes a relevant season of the year, in relation to food and weather
- Identifies appropriate clothing suitable for different seasons of the year

Assessment:

Success Criteria:

- Detailed drawing of birthdate and accurate placing on a whole class bar graph
- Connections made between the season and clothing/weather that is appropriate
- Active participation in role play of season birthday party

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(Opportunities to Provide Feedback):

- It is through the birthday picture bar chart (What season do you belong to?) that the teacher is able to develop some understanding of what the students have learned so far and cater for this in the next part of the lesson where the students role play their birthday parties.
- From the bar chart, the teacher has some indication of how much questioning to use and where it is appropriate to prompt the students.
- Body template and appropriate clothing allows for the teacher to gain an understanding of student knowledge of weather appropriate to each season.
- Discussion around whether learning outcomes for the lesson were achieved and how this was the case. Learning outcomes that may need to be revisited later are also discussed.

Teaching Focus

I have chosen to focus on establishing a fair, safe and secure classroom environment where students can develop group work skills by working:

- collaboratively; contributing to each other’s learning
- cooperatively; in order for all students to be individually accountable for their work, and
- independently; with differentiation in place for all teaching practice so that all students have the ability to succeed.

Background to the learning:

A. Teacher

- Class Ideas K-3: Seasons
- All Through the Year – Jane Godwin and Anna Walker
- Understanding Science: Lower Primary – Peter Clutterbuck
- Early Years Themes: Science – R.I.C Publications

B. Pupil

- After the previous lesson, most students will now have a clear understanding of each of the four seasons and what items are relevant to each
- Students should now be able to accurately arrange and outline the months of the year
- Pupils understand to what season each month belongs

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Lesson Resources:

- Access to a SMARTboard
- Resource 1—Template of birthday picture
- Butchers Paper
- Resource 2—Template of bar chart 'What season do you belong to?'
- Resource 3 - Class set of 'Summer Baby', 'Winter Baby', 'Spring Baby' and 'Autumn Baby' necklaces
- Resource 4—Template of body and attached clothing
- Resource 5—Seasons flashcards

2. Content of Lesson:

A. Introduction 5 mins

- Teacher to welcome the class on the floor. To recap some of the discussions that were had last lesson teacher to do a quick role play. Teacher explains to the class that when she performs action, they have to guess what season it is based on her/his action. For instance, if the teacher shivers, she/he would be looking for students to guess winter, or if wiping her brow students would be guessing the relevant season is summer.
- Teacher to pick a few students to stand in front of the class and perform an action with the rest of the class to guess what season is appropriate.
- Teacher to thank students are return them to the floor

B. Development 30 mins

What do the seasons mean to us?

- Teacher to gain student attention with a clapping strategy. Teacher to ask all students to close their eyes and imagine it was their birthday. Teacher to ask open-ended questions such as 'What are you wearing? What are you doing? Are you inside or outside? What types of foods would you be eating on your birthday?'
- Teacher to explain to the class their next task. Students are to draw a picture of themselves on their birthday and fill in the blank spaces on the birthday picture template (see resource 1). Teacher to model his/her birthday to demonstrate how to fill in the blanks.
- Students to return to their desks to complete task. Teacher to circulate room and offer assistance with dates of birthdays and placement of month into appropriate season.
After completion of pictures, students are to return to the floor with their picture. 
- Teacher to introduce the large piece of butchers paper that has an axis for a bar chart drawn on it (see resource 2)
- Teacher to have all of the students that have identified that they are born in Summer stand up and give them a Summer Baby necklace (see resource 3) and continue to do so for all seasons.
- Teacher to call for each season group to take their picture one at a time to add to the bar chart.

How do the seasons affect us?
- Teacher to allocate each seasons group to a corner of the room. Students are able to easily identify what season group they belong to with the season baby necklaces.
- When all students are seated in their allocated corners of the room, teacher to explain to them that they are at their own birthday parties. Students are to think about ways that they can have fun at their own birthday parties dependant on the weather of each season.
- Students will have some time to work co-operatively in their groups to think of an appropriate birthday party activity.
- Teacher to gain class attention with a clapping strategy. Teacher to ask for all groups to sit down except for summer. Summer team will then role play to the class what type of party they would have. Teacher to ask open-ended questions such as, ‘What are you doing at your party? Are you inside or outside? What types of food will you have?’
- Teacher to thank summer team and move on to the next team until all season are covered.
- Teacher to thank all students for their performances and students to come together as a whole group to sit down on the floor.

What do we wear in each season?
- Teacher to distribute templates of bodies and attached clothing (see resource 4) and explain to the class that they are dressing themselves in appropriate clothing for their birthday party.
- Students to return to desks and complete task. Teacher to circulate room and offer feedback or suggest ideas to students.
How do we feel in each season?

- Ask the students to move into a seated circle arrangement on the floor and randomly distribute the seasons flashcards (resource 5).
- Call upon students who have a “summer”, “winter” etc. flashcard and ask them questions to reinforce what they should now already know such as, “What would we need in this season?”
- Teacher would then lead a discussion with the children about how they feel throughout the different seasons of the year and these words are copied onto the whiteboard (to be later transferred to a word wall).
- Teacher calls on other students to contribute to class conversation
- As the words are written up on the board and students are asked to contribute to class discussion, all students have an opportunity to learn from this activity, not just those with the seasons cards.

C. Consolidation and Practice  

- Teacher outlines what months are in a season
- Teacher discusses what weather we have in each season and calls for students to offer more examples
- Teacher reviews and scaffolds student understanding of the topic of seasons
- Student knowledge is put into practice when students role play their own birthday party and engage in meaningful whole class discussions
- Teacher gives feedback to the class as a whole and revisits the learning outcomes that are stated at the beginning of the lesson

Extension to the activity

In the event that there are early finishers, students are able to write a sentence or paragraph about their body template (what they are wearing and why).

D. Closure  

- Students are already seated on the floor. Teacher has a cup of icy pole sticks each one with a student’s name on it, ensuring equality.
- Teacher to pull out names one by one and chosen student needs to tell the teacher when their birthday is and an activity they could do at their party.
- Alternatively, in order to cater for a mixed ability classroom, the option is also there to share with the teacher something that they have learned that they didn’t already know on the topic of seasons.
- After answering a question or sharing a fact, students have earned their ticket to go out to lunch.

Emma Hancock
S00127026
Enclosed are the following resources:

Resource 1 – Template of birthday picture

Resource 2 – Template of bar chart ‘What season do you belong to?’


Resource 4 – Template of body and attached clothing

Resource 5 – Seasons flashcards for whole class discussion on the floor
My birthday is the _____ day of ____________________.

Number

month

_________________________ is a month in ____________________.

month

season
What season do you belong to?

- Summer
- Autumn
- Winter
- Spring
Summer
Baby
Autumn
Baby
Winter
Baby
Spring Baby
Lesson 2:
Resource 4: Template of Body and attached clothing
LESSON PLAN
Lesson Three of Three

1. Organisation of the Lesson

Lesson Topic:
The Seasons Cycle

Date:
September 20th, 2013

Discipline:
Science

Grade(s)/ Year Level(s):
Foundation Year/Foundation Level

Strand(s) & Substrand(s):
Science Understanding:
Earth and space science
Daily and seasonal changes in our environment,
including the weather, affect everyday life

Duration of Lesson:
45 Minutes

Standard(s)/Learning Outcome(s)/Learning Intentions:

Standard:
‘They suggest how the environment affects them’

Learning Outcomes:

- Identify and understand characteristics of each season
- Demonstrate a clear understanding of individual preference of favourite season
- Identify and explain weather appropriate to each season

Indicators:

- Develops an independent preference towards a certain season
- Accurately arranges pictures of scenarios into correct seasons
- Identifies how a change in season can affect them

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Assessment:

Success Criteria:

- Accurately allocate seasonal scenarios into appropriate seasonal boxes
- Correctly describes an appropriate element of each season in their season booklet
- Successfully displays relevant information for their love of each season

(Opportunities to Provide Feedback):

- The teacher can gain feedback in this lesson through discussions. While using the icy poles sticks to created equality in the classroom, the teacher is also gaining information about every child’s learning, not just those that consistently put their hands up.
- The A3 matching pictures worksheet and the ‘What I like about each season’ booklet will act as the assessment pieces for this unit of work. In using two assessment pieces, students are able to show their learning in more than one way, thus allowing for a differentiated style of learning.

Teaching Focus

I have chosen to focus on establishing a fair, safe and secure classroom environment where students can develop group work skills by working:

- collaboratively; contributing to each other’s learning
- cooperatively; in order for all students to be individually accountable for their work, and
- independently; with differentiation in place for all teaching practice so that all students have the ability to succeed.

Background to the learning:

A. Teacher

- Class Ideas K-3: Seasons
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  [http://www.australiancurriculum.edu.au/FoundationYear](http://www.australiancurriculum.edu.au/FoundationYear)
- All Through the Year – Jane Godwin and Anna Walker
- Understanding Science: Lower Primary – Peter Clutterbuck
- Early Years Themes: Science - R.I.C Publications

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B. Pupil

- At this, the final lesson for this unit of work, students will now be able to identify their own birthdate in relation to the month and season it belongs to.
- Illustrate the impact each season has on their day to day life
- Discuss and display an understanding of changing needs relevant to each season

Lesson Resources:

- Access to a SMARTboard
- Resource 1 – A3 worksheet (class set)
- Resource 2 – ‘What I like about each season’ booklet template (class set)
- Class set of scissors
- Class set of glue sticks or PVA glue
- Colouring pencils

2. Content of Lesson:

A. Introduction

- Teacher to welcome the class on the floor. To recap some of the discussions that were had last lesson teacher to show a quick musical video, to immediately capture student attention – children are already familiar with the song from lesson one.
  - http://www.youtube.com/watch?v=ksGILax39c
- Teacher to explicitly state learning outcomes relevant to today’s lesson

B. Development:

What things can we do in each season?

- Teacher will settle class through clapping strategies to gain student attention after seasons song. When attention is given, children will be asked to sit on the floor. Positive reinforcement will be given to the first few students sitting reading to learn and others will thus be motivated to engage in the same behaviour.
- Teacher will lead a discussion about what types of fun activities we can do in each season. Students will already have a clear understanding of what activities are appropriate for their birth season. Teacher to use blank questioning techniques in order to cater for a mixed ability classroom, ‘What type of activity can we do in winter?’

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Teacher to ask questions using the icy pole stick technique, rather than having students put their hands up, in order to fully engage every student and have each student be independently accountable for their own learning.

What can we see in each season?

- Teacher to show an informative video about the seasons.
- Video clip covers what activities are relevant, what is typically worn and weather that is typical of each season.
- Teacher to briefly summarise video.
- Teacher to lead a discussion about any other activities to do throughout the year that did not appear in the video.

What is the best season for each activity?

- Teacher to explain the next activity to the class.
- Students will be given an A3 sheet of paper divided into four quarters with one quarter for each month and a copy of four pictures (stills from the video) that each belong to a certain season – see resource 1.
- Students to cut the pictures out and stick them in the relevant season box.
- Students who finish this quickly can write a sentence describing what they see in the picture, or (if this is too difficult) can dot point some of the things that they can see happening in each picture.
- This activity caters for a mixed ability class where some students will just stick the pictures in the boxes and others may write a few sentences describing what they see happening in each season. In differentiating the learning, all students are provided the same and equal opportunities to learn.
- Teacher to circulate the room and offer assistance where required.
- This worksheet will become one of two assessments for this unit of work.
- Teacher to give a minute warning for pack up time.

What do we like about each season?

- Teacher to gain student attention through hands-up strategy.
- Children to gather on the floor to explain the final task for this unit of work.
Assessment Task Three: Planned unit and resources

- Teacher to have a model of the ‘What I like about each season’ booklet to demonstrate to the class – see resource 2.
- Students are to finish off each sentence in the booklet and draw a picture of themselves in each season.
- It is through the ‘What I like about each season’ booklet that the teacher is able to develop a complex understanding of what each child has learned.
- Teacher to circulate the room and offer assistance where required – some students will need help finishing the sentences.
- Teacher to play seasons song while students are finishing off their booklets
- Teacher to give a minute warning for pack up time.

C. Consolidation and Practice

- Teacher to gain attention of all students are bring them to the floor.
- Using the icy pole sticks, teacher to choose some students to stand in front of the class and share what they like about each season.
- Teacher gives feedback to the class as a whole and revisits the learning outcomes that are stated at the beginning of the lesson.

Extension to the activity:
In the case that there are early finishers, students may add extra detail to their booklets, in the form of text or drawing.

D. Closure

- Students are already seated on the floor; teacher regains attention using a clapping strategy.
- Teacher refers the class back to the learning goals and discusses with them whether or not these were achieved throughout the lesson. Teacher could also discuss if student had difficulty anywhere and any areas that need further development.
- Teacher praises the great listening and independent work that has been observed as the lesson took place.
Enclosed are the following resources:

Resource 1 – A3 Matching pictures worksheet

Resource 2 – Template of ‘What I like about each season’ booklet
I like Winter because...

I like Spring because...