**LESSON PLAN**

**Student:** Krista Sullivan **Professor:** Moroney

**Course EDU:** EDU521.01 **Date:** December 4, 2012

**Grade:** 1 **Topic:** The Fall Season **Content Area:** Science

**The Winter Season**

**Instructional Objective:**

After learning about the season of winter, the students will observe a PowerPoint presentation about winter and demonstrate their understanding of the winter season by designing and creating a snowflake on Make-A-Flake, printing a picture of their flakes, watercolor paint their flakes, write a poem about snowflakes, and evaluate by instructor created rubric.

**Standards and Indicators:**

**Visual Arts Standard #1:** Creating, Performing, and Participating in the Arts.

Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

**Indicator:** This will be evident when the students create a snowflake which communicates their understanding of shapes, color, and snowflakes, using the computer, paper, watercolor paint, and the Elements and Principles of Art.

**Visual Arts Standard #2:** Knowing and Using Arts Materials and Resources.

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Indicator:** This will be evident when the students create a snowflake which communicates their understanding of shapes, color, and snowflakes, the computer, paper, watercolor paint, and the Elements and Principles of Art.

**English Language Arts Standard #1:** Language and Understanding.

Students will listen, read, and write for information and understanding by collecting data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

**Indicator:** This will be evident when the students read the information about the winter season, aloud from the PowerPoint Presentation.

This will be evident when the students write their snowflake poems.

**English Language Arts Standard #3:** Language for Critical Analysis and Evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others.

**Indicator:** This will be evident when the students read the information about the winter season, aloud from the PowerPoint Presentation.

**Mathematics, Science, and Technology Standard #1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

**Indicator:** This will be evident when the students design a snowflake using the principles of mathematics.

**Mathematics, Science, and Technology Standard #4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Indicator:** This will be evident when the students create snowflakes using Make-A-Flake.

**ELA Writing (CCCS): Reasearch to Build and Present Knowledge**

1.8 Students will recall information from experiences or gather information from provided sources to answer a question.

**Indicator:** This will be evident when the students write a poem about snowflakes based on prior experience and information they have learned in the lesson on the winter season.

**Mathematics (CCCS): Geoemtry: Reason with shapes and their attributes**

1.3 Students will distinguish between defining attributes (e.g., triangles are closed and

three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

**Indicator:**

This will be evident when the students design snowflakes on Make-A-Flake using the principles of mathematics to create shapes.

**Research and Information Fluency # 3 (NETSS): Students apply digital tools to gather, evaluate, and use information.**

3.b Students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**Indicator:** This will be evident when the students design a snowflake using Make-A-Flake on the computer.

**Research and Information Fluency #3 (NETSS): Students apply digital tools to gather, evaluate, and use information.**

3.c Students will evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Indicator:** This will be evident when the students design a snowflake using Make-A-Flake on the computer.

**Research and Information Fluency #3 (NETSS): Students apply digital tools to gather, evaluate, and use information.**

3.d Students will evaluate process data and report results.

**Indicator:** This will be evident when the students design a snowflake using Make-A-Flake on the computer.

**Technology Operations and Concepts #6 (NETSS): Students demonstrate a sound understanding of technology concepts, systems, and operations.**

6.a. The students will understand and use technology systems.

**Indicator:** This will be evident when the students design a snowflake using Make-A-Flake on the computer.

**Technology Operations and Concepts #6 (NETSS): Students demonstrate a sound understanding of technology concepts, systems, and operations.**

6.b. The students will select and use applications effectively and productively.

**Indicator:** This will be evident when the students design a snowflake using Make-A-Flake on the computer.

**Technology Operations and Concepts #6 (NETSS): Students demonstrate a sound understanding of technology concepts, systems, and operations.**

6.d. The students will transfer current knowledge to learning of new technologies.

**Indicator:** This will be evident when the students design a snowflake using Make-A-Flake on the computer.

**Developmental Procedures:**

**Session 1:**

**1.** Students will walk into a winter wonderland classroom with snowflakes hanging from the ceiling.

**2.** Students will view PowerPoint presentation on the season of winter

*What is this a picture of?*

*What season do you think this picture was taken in?*

*How do you know it is winter?*

*What do you call this type of weather?*

*What is snow?*

*What are snowflakes?*

*What do you notice about the snowflakes?*

**3.** Students will participate in an interactive Prezi presentation.

*What shapes do you notice in these snowflakes?*

*How do you think you could design a snowflake?*

**4.** Students will engage in a class discussion.

**5.** Students will observe a lesson on using Make-A-Flake on the SMARTboard

**6.** Students will design and create snowflakes using Make-A-Flake on the computers.

**7.** Students will print pictures of their snowflakes.

**8.** Students will watercolor paint their snowflake designs.

**9.** Students will write a 3-8 verse poem about snowflakes.

**10**. Students will take a picture with their snowflakes and it will be uploaded to the class website with their snowflake poems.

**13.Closer**: Students will discuss what they learned in class today.

*What did you learn today?*

*What do we know about the winter season?*

*What did we learn about snowflakes?*

**Teacher References:**

Make a flake. (2012). Retrieved from

 http://snowflakes.barkleyus.com/

Skrabanek, D. (Ed.). (2003). *First grade science: Earth & space, life, physical* (1 ed.). New York: Steck-Vaughn Company.

Science: A closer look. (2012). Retrieved from

http://www.macmillanmh.com/science/2010/student/mo/grade1/g1\_ch7.html

Science: A closer look. (2012). (6 ed.). New York: Macmillan/McGraw-Hill.