

Saturday Science
Spring 2011 Week 1

Goals:

- Students will become familiar with observation and inferences.
- Students will perform activities that demonstrate their prior knowledge of the four seasons.

Objectives:

- Students will be able to identify characteristics of the four seasons.

Indiana Academic Standards:

Process Standards:

- Generate questions and make observations about natural processes.
- Discuss observations with peers and be able to support your conclusion with evidence.

Content Standards:

- K.1.1 - Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color, and shape. Explain these choices to others and generate questions about the objects.
- K.2.3 - Describe in words and pictures the changes in weather from month to month and over the seasons.
- K.3.1 - Observe and draw physical features of common plants and animals.

Teacher Content Knowledge:

Definitions of observation and inference are crucial for the lesson we are planning to teach. Knowledge of characteristics of the four seasons is needed to be able to facilitate student ideas and to be able to provide assistance when needed.

Materials:

- Chart paper
- Masking tape
- Markers
- Crayons
- Pencils
- T-chart worksheet (28 copies)
- Sky Tree book
- 4-square worksheet (28 copies)

Lesson Plan Description:

- Ice Breaker activity – “If I were an animal...”
- Classroom guidelines

- Introduction to seasons and driving question
 - Students will be introduced to the question: “How and why do seasons occurs?”
- Season chart activity
- KWL chart (reviewing seasons)
- *BREAK!*
- Sky Tree book
 - Working on observations and inferences
- Read Aloud (if time allows)

Assessment:

- Completed season chart
- Completed observation and inference chart
- Participation in discussion

OBSERVATIONS	INFERENCES