

Sample Lesson Plan: Charlotte's Web

- I. **Title of Lesson:** Seasonal Cycles
- II. **Grade level:** 2nd
- III. **Content Area or Skill(s) addressed:** Science
- IV. **Specific concept/topic to teach:** The four seasons
- V. **NCTE/IRA Standards (list all numbers that apply):** 1, 3, 6, 12
- VI. **Objectives:**
Students will be able to:
 - a. Explain the four seasons as the earth's orbit around the sun
 - b. Explain the seasons and life processes including:
 - Spring: sprouting; sap flow in plants; mating and hatching
 - Summer: growth
 - Fall: ripening; migration
 - Winter: plant dormancy; animal hibernation
- VII. **Reading assignment(s):** Chapter 6
- VIII. **Materials needed for the lesson:**
 - Chart paper divided into four sections – Spring, Summer, Fall, Winter
 - 6 pieces of 9x12 manila paper per student (to make books)
 - Globe
 - Flashlight
- IX. **Prior knowledge/set up:**
 - Students should have basic knowledge of the four seasons
 - Ask students to name the seasons
 - Have students describe some of the characteristics of each season
- X. **Step-by-step procedure for the lesson**
 - a. Briefly discuss Chapter 6
 - b. On a chart compare and contrast the 4 seasons
 - c. Discuss the causes of seasons as the tilt and orbit of the earth in relationship to the sun. Demonstrate using a globe and a flashlight.

- d. Hold the flashlight so that it is pointing parallel to the floor at the equator on the globe. Ask a student to slowly rotate the globe. As the globe rotates point out the areas that are light and dark.
- e. Now holding the flashlight in the same position, move the globe on an ellipse (oval) around the flashlight. Point out that as the globe nears the flashlight these are the summer months. When the globe is at the farthest point from the flashlight, these are the winter months.
- f. Ask students if they can tell why.
- g. Students make a Season Book.
- h. Students decide which season they want to work on.
- i. On the cover of the book they write the season and their name. Then decorate the cover according to the season.
- j. On page 1, draw the sun in the center of the top 2/3 of the page. Draw the earth in relation to the sun according to the season. The bottom 1/3 of the page is reserved for the student to explain the season as the earth's orbit and tilt in relationship to the sun.
- k. Follow this pattern for the remaining 4 pages of the book. Top 2/3 for illustration and bottom 1/3 for explanation.
- l. On page 2 of the book, illustrate and explain the weather in the chosen season.
- m. On page 3 of the book, illustrate and explain animals in the chosen season.
- n. On page 4, illustrate and explain plant life in the season.
- o. On page 5 illustrate themselves involved in a seasonal activity and explain.

XI. Assessment:

Evaluate books based on the following standards:

- Book cover is colorful and imaginative
- Information on the cover includes a title and author
- Content pages have colorful, accurate, and imaginative drawings
- Content pages are fluently written, demonstrate originality
- Relevant and supportive details are present
- Ideas are arranged logically
- Uses many conventions of print in spelling, punctuation, and grammar

XII. Source of lesson: Adapted from Pamela Lee, Margaret Davenport, and Michelle Rogers at www.coreknowledge.org