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**Weather and Climate Lesson Four: Climate Zones**

***Background:***

This is the fourth lesson in our unit on weather and climate. Prior to this unit, students examined the water cycle and states of matter. In our previous lessons, we have examined what weather is and how to describe it as well as how weather differs from climate. Our most recent lesson introduced the topic of climate zones. Students learned physical cues associated with the human experiences of the climate zone to help them remember the names. During this lesson, I will be reviewing much of the information we discussed during our last lesson, but presented in a slightly different format. This repetition is intentional and necessary as many of my students face challenges associated with memory and processing. It is important to note that many of my students are more comfortable with visual and physical academic expression than they are written or spoken, the incorporation of physical movement into this unit is intentional and seeks to help students access the content.

***Focus of the lesson:***

In this lesson, we will review the different climate zones through the same lens that they were introduced in our most recent lesson. Students will gain more academic context about why these zones are the way they are, in response to a wondering posed by one of the students in the class (Jeremiah). My goal for this lesson is that all students will be able to demonstrate that they understand each of the different climate zones – polar, tropical, and temperate – with their bodies, words, or drawings.

***Learning-centered goals:***

*Students will be able to…*

* Identify the different climate zones with physical cues, words, or pictures.

***Practice-centered goals:***

*I will…*

* Provide students will multiple access points to demonstrate their understanding
* Validate all academic student thinking
* Celebrate student's wealth of knowledge
* Encourage students to explain their thinking
* Capitalize on student energy and work to frame it through science
* Provide ongoing positive reinforcement

*Learning-centered inquiry*

1. Where do you see evidence that the scaffolds provided are aiding students in accessing the content? Which scaffolds? And which students?
2. What impact does the inclusion of student images as definitions have on student engagement? Which students are engaged? At what times? I’m curious if it’s more engaging or distracting for different students.

*Practice-centered inquiry*

1. Where do you see me centering student voices and funds of knowledge? Please be as specific as possible.
2. I have had a hard time being concise when setting expectations for students. What evidence do you see that I am providing clear expectations that all students can access?