

Name Ashley Field

Lesson Plan Template

Lesson Segment Focus Sun and Moon Patterns

Lesson _____ of _____

Course & topic addressed Second Grade Science

Date 10/31/18 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	The student will be able to recognize patterns of the sun and moon, such as what time it appears, the shape, the size, etc.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know the sun signifies day time and the moon signifies night time.
Knowledge of students background (personal, cultural, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	To assist student to understand key academic language, I will make a KWL chart with the students. This will allow both myself and the students to see what terms and concepts are already understood about this topic.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">• Moon• Sun• Space• Stars
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Materials

Materials needed by teacher for this lesson.	Paper Pencil SmartBoard Camera
Materials needed by students for this lesson.	Science Journal Pencil Sun at Sunrise Sun at Sunset Moon iPads- BrainPOP app Headphones Graph Paper Marker/Colored Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 mins.	<u>Introduction:</u>	I will introduce the concept and make a KWL chart with the students. I will explain some of the basic patterns of the sun and moon.
35 mins.	<u>Instruction:</u>	I will explain our ongoing project “Sun and Moon Journal”. Students will retrieve their science journals and their assigned iPads. Students will watch and review the information about the sun and the information about the moon on BrainPOP. They will watch the movies and read the information. On the second day, I will provide them a picture that was taken at sunrise and sunset of the previous day, as well as pictures of the moon. The students will record the information that is observed by the class in their journals. This will continue over the course of several weeks.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 mins.	Closure:	Students may discuss with a partner what they wrote in their journals based on the pictures from that day.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>For students with learning disabilities, I will provide them a journal that has notes already in them. These students will be required to describe what they see from the information and pictures already given to them. Students can also use the iPads to help with their journals if necessary.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>To ensure all student needs are met, I will provide plenty of information about the journals and what information is needed. This will give students the opportunity to ask questions about what is required of them for this assignment.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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