

## Lesson Plan Template

**Lesson Segment Focus: The Solar System**

**Lesson: 1 of 3**

**Course & topic addressed: Science & Solar System**

**Date: 3/14/19**

**Grade\_\_1<sup>st</sup>\_\_**

### Student Outcomes

Specific learning objectives for this lesson.	Students will be learning about the Solar System.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have discussed what planet we live on and how many planets there are in the solar system.
Knowledge of students background (personal, cultural, or community assets)	All students understand that we live on Earth and that connects the students.

### 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.	<b>ESS1.B: Earth and the Solar System</b>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Students will be using the Ready Jet Go app to look at the planets on their iPad's.</p> <p>For students who do not understand the material I will be providing extra material for students about the planets.</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Planets, Solar System, Earth, Mars, Mercury, Venus, Jupiter, Saturn, Uranus, Moon, Neptune</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	iPads, Construction Paper
Materials needed by students for <b>this lesson.</b>	Markers, Paper, Pencil

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## 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.
	<b>Introduction:</b> I will be showing students how to use the Ready Jet Go app.	This part of the lesson I will be passing out the classroom iPad's. I will be going over how to use the app and make sure that the students understand how to navigate it. If there are any questions, they will be answered. Once all concerns are taken care of, each student will look at the app by themselves.
	<b>Instruction: During this part of the lesson each student should have mastered the app.</b>	I will be asking the students to then get into groups of 3. Each group will be provided with a planet they will be doing a research project over. The app only provides the location and what the planet looks like so students will have to do additional research on the web. Students will be given 30 minutes to come up with the material needed for the project. They will answer the following: <ol style="list-style-type: none"> <li>1) How old is the planet?</li> <li>2) What is the temperature on this planet?</li> <li>3) Can you live on this planet?</li> <li>4) How many people have traveled her?</li> <li>5) What color is this planet?</li> <li>6) Draw the planet on the given paper.</li> </ol>

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.
	<b>Closure:</b> This will be the time groups will tell the classroom what they have come up with.	Once the students have their research collected, each group will present. Each student will write down 3 facts about each presentation and turn it in. Once all groups have presented I will collect the papers that the questions were answered on and the planet was drawn on.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I could modify this lesson by allowing the groups to have more time for the research. I could also allow students to work on bigger groups which will prevent anxiety.
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### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<p><b>There was conversation between students for better understanding.</b></p> <p><b>There were iPads with an app and the internet for the research.</b></p> <p><b>There was an outline for the students to follow.</b></p>
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### Assessments: Formative and/or Summative

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).	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	The presentations by each group was a formative assessment.
	<input type="checkbox"/> Formative / <input type="checkbox"/> <b>Summative</b>	There will be a test over the material.
	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	The students writing down 3 facts about other presentations was a formative assessment.

### Research/Theory

Identify theories or research that supports the approach you used.	None
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### Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next	<i>TO BE FILLED IN AFTER TEACHING</i>
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steps?	
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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>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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