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## Solar System Lesson Plan

Lesson Segment Focus: Solar System

Lesson 1 of 2

Course & topic addressed: The 8 planets that orbit our sun plus some

Date 11/8/2022 Grade 3rd

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn the order of each planet.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	There is no other prior lesson.
Knowledge of students background (personal, cultural, or community assets)	No background knowledge needed.

### 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.	3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas
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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?	Start by going over the key vocabulary before watching the YouTube video or eBook.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Solar System</b> <b>Planets</b> <b>Orbit</b> <b>Asteroid</b> <b>Stars</b> <b>Comet</b> <b>Galaxy</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Projector Computer with internet YouTube videos eBook
Materials needed by students for <b>this lesson.</b>	Students notebooks Pencils Colored pencils 8 different sized balls and colors Cardboards with planets labeled

## 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.
30 minutes	<b><u>Introduction:</u></b>	<p>The teacher will begin by drawing the sun and the planets, “The Solar System,” on the white board upfront. The teacher will ask students to raise their hands if they can recognize anything she has drawn. The teacher will call on students to name the things they recognize and to come up and fill in anything they relate to our galaxy. As a class, students and the teacher will discuss what makes up the solar system. Here is where the teacher is trying to test their background knowledge.</p> <p>Then the teacher will play this song/video on the projector for all the students to hear &amp; see.</p> <p><a href="https://www.youtube.com/watch?v=noiwY7kQ5NQ">https://www.youtube.com/watch?v=noiwY7kQ5NQ</a></p> <p>(Repeat this song a few times. It’s pretty catchy so students should catch on pretty fast.)</p>

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.
		<p>After the video ask the students to name the planets in order. This should be pretty easy for them after the planet song. Next read the Ebook, “Let us learn about the Planets” by Jennifer Aspenson. Ask the students questions like, “How long is a year on Earth?” “Do you think all the other planets have the same year span?” “Do you know what orbit means?” Go over orbit, planet path, asteroids, and comets with the students.</p> <p>Have students write in their notebooks their own definitions to the key vocabulary.</p> <p>Next divide all students in half to be two groups. Make sure this is equal to their learning comprehension.</p> <p>Provide students with proper instruction and materials to succeed in the assignment and in their groups.</p>
30 minutes	<b><u>Instruction:</u></b>	<p>Students will begin by volunteering to label the recognizable items of the solar system that are on the board as well as naming new things they think should be there such as stars, asteroids, comets, and maybe even a rocket ship or astronaut.</p> <p>Students will then watch the youtube video and the ebook the teacher has provided for them as a class. Students will be a part of the class discussion.</p> <p>After the class discussion, students will write in their own words their definitions of the key vocabulary.</p> <p>Students will then break off into their two groups hand picked from the teacher.</p> <p><b>Group 1:</b> Students in group 1 will be given a bag of different colors and sizes of balls. The students will place these balls in order Starting with a giant yellow exercise ball as the sun. Ex: blue dodgeball=earth, orange basketball=Jupiter, etc.</p> <p>Students will record a drawing of their physical model in their notebook showing that they understand size and basic color of the planets.</p>

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.
		<p><b>Group 2:</b>  This group should be made up of 9 students at least. These students will each pick a planet to be, line up in order holding a cardboard cut out of their planets name, and rotate/orbit around around the one student that chose to be the sun.</p> <p>Students will record their orbital findings/picture in their notebook.</p> <ul style="list-style-type: none"> <li>■ When each group is finished after about 15 minutes, students will switch roles.</li> </ul>
	<p><b><u>Closure:</u></b></p>	<p>Students will end as a whole reviewing their findings and watching one last video. This video provides a little more information about all the planets.</p> <p><a href="https://www.youtube.com/watch?v=BZ-qLUIj_A0">https://www.youtube.com/watch?v=BZ-qLUIj_A0</a></p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?  Intervention?  IEP/504?  LEP/ESL?</p>	<p>.To modify my instruction I will be giving my personal time to each group, helping them to organize and sort each planet properly.</p>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will do the research for smaller individualized lessons or even partnered lessons for the students that need the smaller groups and do not do well in the larger groups.
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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"/> 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>; <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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>