

Name Ashlee Hill

Lesson Plan

Learning Segment Focus Patterns of the Moon, Sun, & Stars Lesson 1 of 1

Course & topic addressed Science Date 1/30/2020 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to understand the patterns in which the sun and moon rise and set and they will also be able to understand the visibility of stars and the reason for their visibility.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have previously learned about the characteristics of the sun, moon and stars. This lesson will enhance their knowledge of these concepts.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Given students' previous academic experiences, students have the basic knowledge necessary to move forward in their learning of the moon, sun, and stars.

State Academic Content Standards

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

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> - Patterns - Visibility - Glare
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Understand: Students will watch a short video explaining the patterns in which the moon and sun set/rise. They will then read in their textbook to learn why stars are visible at night but not during the day. Students will be given a graphic organizer that they will fill out with information that they learned from the video and their textbook. They will then discuss their answers in a class discussion.</p> <p>I will guide the students through the lesson and explain difficult concepts to assist them in their understanding of the topic.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, textbook, printer, copies of graphic organizer, Smart Board
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil, graphic organizer, textbook

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
15 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Ask students to recall knowledge of the moon, sun, and stars. • Review basic information (including physical directions which were learned in social studies) 	<p>We will begin by having students recall on their prior or current knowledge about the moon, sun, and stars. We will then review physical directions (east, west, south, north) to prepare for learning about how the moon and sun rise/set.</p>
35 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Discuss what patterns are • Watch video over the patterns in which the moon and sun rise/set • Discuss video briefly to check understanding • Read piece in textbook regarding why the stars are visible at night but not during the day. • Pass out graphic organizer and discuss directions 	<p>We will first discuss what patterns are and students will provide examples to check their understanding. We will then watch a short video over the patterns in which the moon and sun rise/set, with me pausing for questions and vocabulary. After the video, I will ask guided questions to check that the students are following along and understanding. We will then read the short piece in the textbook about the visibility of stars and quickly discuss with a partner what we learned. I will then pass out the graphic organizer and explain to the students that they are to fill in the blanks with the information that they should have learned from the video and their textbook.</p>
15 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Discuss graphic organizer answers with class • Summarize lesson 	<p>We will finish the class by reviewing our graphic organizers and discussing our answers. I will then summarize the lesson and confirm understanding.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>I might modify instruction by giving students hard of hearing their own iPad to watch the video on with headphones. I may also put some students into groups who learn better together. I would also work at a table with students who need the extra help.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I might provide more pauses during different sections of the lesson to do further questioning and/or discussion. I may also provide color coded graphic organizers for easier readability or I may give the students answer options on the graphic organizers to guide their thinking.</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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will complete a graphic organizer to show their understanding of the material.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>This lesson ties into Piaget's learning theory of Cognitivism given its focus on the students reading supplemental text on their own. Piaget's theory states that this is the most effective way for students to learn.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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://w.ebcache.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/Resource11a.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>

