**Name: Anna Tomlinson**

**Lesson Plan Template**

**Learning Segment Focus: Learning the phases of the moon**

**Lesson 1 of 1 Topic: Phases of the moon Date: 4/12/21 Grade: 5**

**Student Outcomes**

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| --- | --- |
| Specific learning **objectives** for this lesson. | To understand that the moon is always the same, but looks different because of the sun. Therefore, having the phases of the moon. |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | Learning tasks that are appropriate are knowing the sun makes shadows even on earth, that the moon is a big rock in the sky, and that it looks different. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | Students will learn the phases by doing easy at home and in class assignments that do not discriminate of home life or personal, cultural differences. |

**State Academic Content Standards**

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| --- | --- |
| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances rather than sizes of stars. Assessment does not include other factors that affect apparent brightness (such as stellar  masses, age, or stage).] |

**Key Vocabulary**

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| --- | --- |
| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | new Moon, waxing crescent, first quarter, waxing gibbous, full Moon, waning gibbous, third quarter and waning crescent. |

**Academic Language Support**

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| --- | --- |
| 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?  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)?** | The language function is represented by the vocabulary words, learning new words, along with new ideas. I will |

**Materials**

|  |  |
| --- | --- |
| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Computer, notebook, pencil |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Computer, workbooks, and pencil |

**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)** |
| 10 minutes | **Introduction**:   * **Explanation** * **Breakdown** | I will start by showing them what we will be going over for the day.  I will start by telling what the moon phases are and how we are going to learn about them. |
| 35 minutes | **Instruction:**   * Classroom Activity * Demonstration | I will go to my padlet page and show them what I mean by the moon phases. I will go over each thing on the padlet. I will then continue to go over what activity we will go on to do within the padlet.  I will do the demonstration. |
| 5 minutes | **Closure:**    -closing | I will tell them what assignment they have to do them they will have it as homework. |

**Technology Integration**

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| --- | --- |
| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | **I will be using a computer due to the online tool that I use.** |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | Given written sheets for them. |

**Differentiation**

|  |  |
| --- | --- |
| 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.) | I will give easier options to students who don’t understand. It is a very teacher based lesson though. |

**Assessments: Formative and/or Summative**

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| --- | --- | --- |
| 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). | ☐ Formative /☐ Summative | F |
| ☐ Formative /☐ Summative | F |
| ☐ Formative /☐ Summative | S |

**Research/Theory**

|  |  |
| --- | --- |
| Explain **connections to theories and/or researc**h (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.** | I believe that all of the information I have gathered is from integrating technology and dr. keyes class. |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went **well**?  What **changes** should be made?  How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>