

## Lesson Plan Template

Lesson Segment Focus The phases of the MoonLesson 2 of 2Course & topic addressed Science: The Moons phasesDate 10/22/18 Grade 1st

## Student Outcomes

Specific learning objectives for this lesson.	<ol style="list-style-type: none"> <li>1. Discuss basic facts about the moon</li> <li>2. Recognize moon phases in pictures and when viewing the moon</li> <li>3. Create a moon phase chart</li> </ol>
Describe the connection to previous lessons. (Prior knowledge students this builds upon)	Previous lesson we determined that the moon appears to rise, move across the sky, and set. We also determined that the moon changes shapes.
Knowledge of students background (personal, cultural, or community assets)	Student must only know what the moon looks like.

## State Academic Content Standards

<p>the state academic content standards which this lesson is aligned.</p> <p>Provide state abbreviation and number &amp; of the standard.</p>	<p>Students who demonstrate understanding can:</p> <p><b>1-ESS1-1 1-ESS1-2</b></p> <p><b>Use observations of the sun, moon, and stars to describe patterns that can be predicted.</b></p> <p><b>[Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars, other than our sun, are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</b></p> <p><b>Make observations at different times of year to relate the amount of daylight to the time of year.</b></p> <p><b>[Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</b></p>
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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>I will first explain what the word means and then if the student isn't understanding the meaning, then I will find a different way to explain it so that they will be able to understand me. If I have to I will put up an educational video over it online or pictures off the internet.</p>
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<b>Vocabulary</b>	
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> <li>● Full moon</li> <li>● Gibbous Moon</li> <li>● Half Moon</li> <li>● Crescent Moon</li> <li>● New Moon</li> </ul>

<b>Materials</b>	
Materials needed by teacher for lesson.	<ul style="list-style-type: none"> <li>● Oreo Cookies</li> <li>● Plastic Knives</li> <li>● Paper Plates</li> </ul>
Materials needed by students for lesson.	Just their knowledge :)

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

Time	Eng & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 mins	<b>Introduction:</b>	During the introduction, I will first ask the students what they remember from our lesson last week over the moon. I will give a few mins for the students to tell me what they remember, then we will watch a YouTube video over the phases of the moon. <a href="#">Phases of the Moon: Astronomy and Space for kids</a>
10 mins	<b>Instruction:</b>	I will then let students get into groups of two. One student will get the cookies and the other student will get the plate and the knife. Once all of the students are seated and have their materials we will begin making the phases of the moon with our oreo cookies. I will walk around and help the students with the moon phases if they need my help.

mins	<b>Closure:</b>	Once all of the students are finished with their moon phase oreo cookies we will then go over them in c together to make sure everyone made the moons right. Once we are finished going over the lesson the students will be able to eat their oreos.

**Accommodations/Modifications**

How might I modify instruction for:  Mediation? Intervention? 504? ESL?	. Some ways that I can modify this lesson is by making some of the groups bigger or smaller if necessary. I can also get different cookies if some students are allergic or i can use paper and markers.
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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 can use more youtube videos if i need to or i can pull up multiple different pictures of the phases of the moon and can use worksheets that explain the phases of the moon and let them draw their own.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' understanding 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.

**Lesson Reflection/Evaluation**

What went well?  
What changes should be made?  
How will I use assessment data for next lessons?

*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>