

Lesson Plan

Learning Segment Focus: Space Systems Lesson 1 of 1

Course & topic addressed: Science and Patterns/Cycles Date 11/29/20 Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be learning and focusing on how the sun and moon go through cycles.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Learning objectives are appropriate because the students need to know about the moon cycles for higher grades, as well as how the sun changes throughout the year.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Learning tasks are appropriate because students need to learn information about moon cycles and the sun since they will need the information later on, and because the information pertains to them where they live.

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 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Space Moon Cycles Northern and Southern Hemishpheres
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Academic Language Support

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 students will be learning about the moon cycles during the months of the year, as well as how the sun changes position throughout the year. We will be focusing our attention on both of these patterns that occur over time. I plan to assist students by giving them explicit instruction during lessons, giving directions during the activity, and helping any student that needs me. These supports are direct, helpful, and allow students to be in a positive educational environment.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart Board or White Board, Markers for whiteboard, eraser, flash cards with the moon phases on them, magnetic clips
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	A piece of paper and a pencil, maybe some markers if they want to be fancy

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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)
30 minutes	<p>Introduction: I will start the lesson by stating what we will be doing, telling the students to be prepared because we are going to space for two months! I will also ask them what they have found out about the moon phases and the sun during their assignments over each. We will then strictly go over the moon phases so I know the students are at least acquainted with the names and shapes.</p>	<p>I will start by explaining the lesson and telling the students that we are going on a space vacation for two whole months! I will ask them for their information they found about the sun and moon phases and ask if they found out anything interesting that they might want to share. I will then go over the phases a few times before we start the activity. I want to make sure every student understands what we are doing, and I want them to feel comfortable when answering.</p>
	<p>Instruction:</p> <ul style="list-style-type: none"> • The students will sit at their desks. • I will pick a flash card at random with one of the moon phases and ask my students where it should go, if it is a full moon it will go in the middle of the board. So I will clip the flash card onto the board in the correct spot. I will ask the students to then write down the name, shape, and placement of this moon phase. • If the students do not know the shapes, names, or placements of the moon phases that is fine because we are going to be doing this twice and I want them to just get familiar with them. • We will go through all of the phases, and that will be our first month down of our space travel. • The second month is going to be a much more bumpy ride. So the students will need to stand next to their desks. • For each moon phase I pull out I will have the students look at their papers and tell me which phase it is and where it goes. • Once we have it in the correct spot I will ask the students to either jump in place, do jumping jacks, 	<p>I will ask the students to sit at their desks.</p> <p>I will then sort through the flash cards, maybe shuffle them around a little bit, and choose one at random.</p> <p>I will ask the students to tell me where this phase goes, if they do not know that is okay because this is simply the first round. Once I have placed it onto the correct spot on the board I will write its name underneath it and explain to the students why this phase is what it is. I will have them write down the name, shape, and where it goes in the timeline.</p> <p>During our first month of travel we are basically reviewing each of the phases in major detail. I want the students to understand why there are different phases of the moon, as well as their names and when we can predict to see them.</p> <p>Once we have gone through all of the phases, we are done with our first month of travel! I will then tell the students that the ride is getting a bit bumpier and they all need to stand up. I will remove all of the flash cards from the board and shuffle them up once more.</p> <p>I will again be choosing a card at random, this time the students will be using their papers to</p>

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	<p>or skip around the room making sure not to trip or run into everyone.</p> <ul style="list-style-type: none"> Once the second month is over I will have each student slowly moonwalk back to their desks to sit down. 	<p>answer since they now have the names and positions of the phases.</p> <p>After each phase is answered and placed I will call out a physical activity for them to perform. I may say “Oh no, our ship is being attacked by aliens, we have to jump up and down to get rid of them”, I may have them slowly skip or walk as if they are in space, or do something else to get them active and having fun.</p> <p>Once we go through all of the phases again, our vacation is over a we must go home. I will ask the students to slowly moonwalk or spacewalk back to their desks and have a seat</p>
	<p>Closure: For closure I will be asking the students what they thought of their space experience and if they enjoyed learning about the lunar phases in that way. I will then ask them a few more closing questions.</p>	<p>For the closure I will ask the students if they had fun learning about the lunar phases and see what they can remember about them without their pieces of paper right in front of them. I will also ask them why the moon goes through phases. As well as when can we expect to see these different phases. I will then end the lesson by asking the students to look outside that night and see what phase the moon is in. If anybody can tell me correctly the next day, they will get bonus points!</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>.</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>	
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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>	<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

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 .	
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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>;
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