

Lesson Plan

Learning Segment Focus: The Sun “Travels” Lesson 1 of 1

Course & topic addressed: Science and the patterns of the Sun

Date: 12/5/20 Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will observe the sun from wherever they are and give details about how the sun or moon’s position has changed over time.
Justify how learning tasks are appropriate using examples of students’ prior academic learning .	Students have already had a lesson over the sun and moon patterns, this project is to get them to study the patterns in real time.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets .	Students live on Earth, and they should be aware that their Earth is constantly orbiting the sun which makes the sun look like it moves in the sky.

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?	Orbit Rotation Axis
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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 observing the sun at different times to see how it transitions through the sky. To assist students I will ask them questions and give feedback, I will give explicit instruction during our lesson, and use the correct scientific vocabulary. Giving them direct instruction and feedback will help the students better understand the lesson. These supports are explicit, the students will be communicating with me on their observations, and they will use the correct vocabulary when reporting their observations.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, projector that can show the students’ observations
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil and paper

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>Introduction: I will start by introducing the concept we have been going over, the Sun's patterns.</p>	<p>I will start by refreshing the students on what we have been talking about. I will discuss with them that the Sun might look like it is traveling through the sky, but in fact the Earth is actually traveling around the Sun which makes it look like that. I will then tell them that we are going to watch a few of the videos they created for the Sun Watcher project. I will tell them to take a few notes on their observations during these videos.</p>
	<p>Instruction:</p> <ul style="list-style-type: none"> • I will then go through some videos of students' that have volunteered to share their observations. • The students should take a few notes about how the sun's position in the sky changed throughout the videos. • Once we have gone through the videos, I will ask the students to turn to their elbow partners and share their observations. • I will then ask the students what they observed from the videos, and what they can observe on their own throughout the day. 	<p>I will play the selected videos, which the students' volunteered for me to play.</p> <p>I will watch the students to make sure they are observing and making some notes.</p> <p>Once we have gone through all of the videos, I will ask the students to turn to their elbow partners to discuss their observations.</p> <p>Once they have discussed their observations I will ask them to tell me. They will raise their hands and I will call on them to answer.</p> <p>Once I have heard some thoughtful observations, I will reiterate the fact that the Sun does not orbit the Earth, and then ask the students why it looks like it does. I will ask them questions about what they observed and why they think the Sun was at that position in the sky at that time.</p>
	<p>Closure: To close the lesson I will ask a few more questions to assess their understanding.</p>	<p>To wrap the lesson up I will ask them if they enjoyed observing and taking pictures for the project. I will then ask them some questions about the Sun and the Earth to check for their understanding of how it all works such as "How long does it take the Earth to fully orbit the Sun?" or "How long does it take the Earth to rotate?"</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

<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>	
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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://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>;
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