

Name: Carinna Coletti

## Lesson Plan Template

Lesson: Five of Five.

Lesson Segment Focus: Space Systems

Course & topic addressed: Science: Earth and the Solar System      Date 10-22-2018    Grade Fifth Grade

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to graphically show how the position of the sun and moon affect the light hitting Earth.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have been studying this concept for four previous lessons and built upon our previous knowledge of space, Earth, and other Solar system things. We also discuss our knowledge of day and night.
Knowledge of students background (personal, cultural, or community assets)	Many of these students come from a similar background and it does not have much correlation with the final part (This part) of our lesson.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
--	--

### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Any other Language Supports will be provided by ESL tutors or other language tools.
--	---

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Earth, Sun, Moon, Stars, Seasonal, Shadows, Day and Night, Graphical, Daily
---	---

### Materials

Materials needed by teacher for <b>this lesson.</b>	Example of Drawing Assessment
Materials needed by students for <b>this lesson.</b>	Computers, References

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

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Minutes	Introduction: Show Example of Drawing Assessment and Check for Understanding	The Teacher will be presenting at the front of the class while the students listen and ask questions as necessary.
40 Minutes	Instruction: Have Students use their Drawing knowledge to accurately show how the position of the sun and moon affect the day and night appearance on the Earth.	The Teacher will be roaming the room, checking progress and assisting where needed. Continually check for understanding with students who seem side-tracked and gently guide back on track. Students will be working on their computers to turn in their Drawing showing the position of the sun, moon, and Earth.
5 Minutes	Closure: Students save their files and publish to the grading website	The teacher is wrapping up any final questions and helping students publish their Drawing to the website.

**Accommodations/Modifications**

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	If any students need accommodations, they will use their specialized technology and the instructions will be printed in large font.
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	If any students need different instructions or definitions than what we have learned the past four lessons, they are able to ask questions or use their computers to look at definitions or videos for assistance.
--	--

**Assessments: Formative and/or Summative**

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).	<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 steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

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.mnstate.edu/file/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/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>