

Lesson Plan

Learning Segment Focus: Science

Lesson: 2 of 2

Topic: Observing Outer Space

Date: 4/27/21

Grade: First Grade

Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Students will learn about how the season, and time of day effects our rotation, and the location of the sun and moon. Students will take pictures and answer questions about space throughout the week and in class. Students will observe space as a class.</p>
<p>Justify how learning tasks are appropriate using examples of students' prior academic learning.</p>	<p>Students will have already learned about every planet individually from a prior lesson. This lesson is allowing them to dig deeper and understand patterns of the motion of the sun, moon, and stars. This will also allow them to use technology to enhance their learning. This allows them to learn more about the planet around them.</p>
<p>Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.</p>	<p>This allows students of all cultures and backgrounds to learn about one of the only things they might have in common... this world around us. This allows us to talk about the earth we live in and allow them to see just how big and important it truly is.</p>

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).</p>	<p>ESS1.A: The Universe and its Stars</p> <p>Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)</p> <p>ESS1.B: Earth and the Solar System</p> <p>Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p>Sun Moon Stars Sunset Sunrise Space Seasonal</p>
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	Observe Rotation
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Academic Language Support

<p>What is 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?</p> <p>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)?</p>	<p>For students to understand Space as a whole, they need to understand what all is involved in space. I will talk to them about the sun, moon, stars, sunset, and sunrise, so that they understand space. I will ask what they already know about these words, and then I will teach and allow my teaching and hands on experiences to allow understanding of these words to develop. Vocabulary is supported in this lesson by allowing them to learn about key aspects that will allow them to understand this world they live in.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Observation of the Planets lesson Parent Packet Student Worksheet with Questions for the week https://spaceplace.nasa.gov/menu/earth/ Computer Internet Access iPads PowerPoint</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Camera Student Worksheet with Questions for the week</p>

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)
5- 10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> - Introduce the lesson by giving detailed instructions 	<p>A class runs a lot more smoothly when instructions are given with detail. For this lesson I will introduce what we will be doing as a class, and what they will be doing at home. I feel that the students will get excited about this assignment/project.</p>

<p>1 hour</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none">- Review last lesson on Space- Visit https://spaceplace.nasa.gov/menu/earth/ to observe the sun, moon, and stars as a class- Take a walk outside to discover where the sun is located- Discuss the @ home project	<p>For this assignment, my children will be observing outer space with more depth and detail. This will be the second lesson following my previous “Observation of the planets lesson” where we observed each planet and made a graphic organizer comparing and contrasting each one. I will pull up that assignment (which they loved) and we will review what we learned about each planet, their size, color, and fun facts.</p> <p>Then, I will pull up NASA Space Place And we will explore Space as a class. This is a great website for me to use in my teaching because it is designed for children to learn about space. We will explore pictures, facts, and games about the planets, the moon, the sun, and the stars. I will encourage open discussion and we will learn together as a class.</p> <p>Then, we will head outside the observe the sun. I will sit them down for a small discussion about how we are rotating, and the sun is rotating with us. I will discuss how the sun is never in the same spot during the day but that it is constantly moving. I will ask them questions and get their insight on certain things.</p> <p>After we discover and observe as a class, I will take them back inside to introduce them to their project. I will hand them a sheet that asks questions such as, “Where is the sun at lunch time today?” “Where is the Moon before you go to bed?” “What color was the sunset tonight?” “Could you see the stars?”</p> <p>They will have 1-2 questions to answer each day for a week. They will be asked to answer that question and take a picture of whatever that question asked you to</p>
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		<p>observe. For example, they could take a picture of the sunset, moon, stars, or sun.</p> <p>This will allow them to understand how time and weather change what our eyes see. This will also allow them to use technology to enhance the lesson. (I will make sure before this lesson that every child has availability to some type of camera).</p>
<p>20 minutes</p>	<p>Closure:</p> <ul style="list-style-type: none"> - Go outside as a class to do our first assignment. - Make a PP of everyone's images 	<p>As a class, we will walk outside and I will ask their first question, and then with our class iPad, I will allow everyone to take a picture of the sun.</p> <p>I will receive all their pictures through text. I will give every parent an information packet about this project and they will have access to my phone number. At the end of the week, the parents are responsible for sending their child's 5 pictures to me and I will make a slideshow to show the class everyone's images.</p>

Technology Integration

<p>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.</p>	<p>I chose NASA Space Place because it is such an informative, fun, and kid friendly tool for me to use in this lesson. This allows them to observe, examine pictures, learn cool facts, play games, ask questions, analyze, and so much more. As a class, we will go through this website and find neat facts about what we are going to be learning about for the rest of the week. This tool allows me to explain with images and games a little better than I would by simply teaching them. This allows them to be engaged, explore, and get excited about the rest of the lesson. This allows visual, auditory, and hands on learners to all be taught how they need to be taught.</p> <p>Next, the Camera will allow children to intentionally, and hands on learn from this lesson so much better. This allows them to not only apply what they are</p>
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	<p>learning but see and observe what they are learning. This is essential to this lesson, because if I simply just taught this lesson and did not allow them to use their hands to do it as well, it would not have as much of an effect on it. Where using a camera they have at home allows to feel and be involved in the lesson. Every child's learning needs will be met in this activity.</p> <p>These technologies fit well together. One allows them to sit and observe, while the next allows them to go and do!</p>
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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>Considering I do not know what specific IEP's I might have; I do not know how I will specifically accommodate my students or modify this lesson.</p> <p>However, if a child has a learning disability, I could allow someone to assist them on this project.</p> <p>I could allow them to sit closer to the board if they cannot see.</p> <p>I can make sure that every child always has a detailed list of instructions in front of them.</p> <p>I could provide extra time for struggling students.</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>	<p>This lesson meets the needs of all learners. This allows children to use their cognitive skills, this allows children to sit and listen, and well as watch, this allows students to hands on do the activity, as well as they are taking notes. This also reviews the previous lesson to get their brains rolling for the next.</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>	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>My assessment will simply be seeing every child's picture from the week and reading what their notes said that they took each day. This will allow me to see their understanding on the topic.</p>
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	<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>	<p>This is a lesson that is required in the Arkansas State Standards for First grade and I believe that students will enjoy this lesson and learn well from it. In order for children to one day understand Science, Space, and this world around them... they have to understand these basic skills and facts as well.</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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