

Name     Kylie Brickey    

# Lesson Plan Template

Lesson Segment Focus     Distance of Sun and Stars from Earth    

Lesson     1     of     1    

Course & topic addressed     5<sup>th</sup> Grade Science: Solar System    

Date     3/10/19     Grade     5    

### Student Outcomes

Specific learning objectives for this lesson.	Students will understand that the apparent brightness of the sun and stars is due their distances from Earth.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have previously learned about the sun, the stars, the Earth, and the solar system.
Knowledge of students background (personal, cultural, or community assets)	

### 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-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
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### 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?	Word wall with key vocabulary terms listed in English and any ELL students' first language. Distance conversion chart for student to use as a reference in case they need extra help comprehending the distances between the Earth, the sun, and stars.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Distance</b> <b>Earth</b> <b>Sun</b> <b>Star</b> <b>Brightness</b>
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## Materials

Materials needed by teacher for this lesson.	Introduction notes iPad Solar System Scope Apple TV Handout
Materials needed by students for this lesson.	iPads Solar System Scope App Pencil

## 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.
10 minutes	<b>Introduction:</b> Quick Refresh	I will instruct students to get out their iPads, and while they are getting them, I will pass out the handouts. I will ask the students to think of one thing they remember about the solar system, and I will call on three students to tell me what they thought of. Then, I will instruct the students to pull up the Solar System Scope app. I will broadcast the Solar System Scope App through the projector to show the students how it works.
25 minutes	<b>Instruction:</b> Students working through handout.	The students will follow the instructions on the handout: they will explore the solar system and pick either three stars or two stars and the sun to research. They will write these choices on their handout. Then, they will use the app and their iPads to research their picks, being sure to include the distance from the Earth. I will be circling the room so that students can ask for help when necessary.

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.
15 minutes	<b>Closure:</b> Reconvene & Wrap Up	I will inform the students that the brightness of the stars we see in the sky is due to their distances from the Earth. We will discuss this, and I will ask the students to think about the distances of their stars from the Earth. Which star do they think will be the brightest? Why? Students will write their answers on the handout.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	All students will be able to ask classmates for help or ask me for further instruction or help using the app.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	All students will be able to ask classmates for help or ask me for further instruction or help using the app.
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**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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The handout will serve as a formative assessment because the students' answers to the last question will help the teacher determine if the students understood the lesson.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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**Research/Theory**

Identify theories or research that supports the approach you used.	
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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>; <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>