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Lesson Plan Template

Lesson Segment Focus Introductory Lesson

Lesson 1 of 5

Course & topic addressed 5th Grade Science/Space Systems

Date March 12, 2019 Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to compare stars based on their brightness's. Students should be able to recognize patterns of similarities and differences.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students learn in the 1 st grade about the moon, planets, and stars. They also start talking about patterns.
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. ESS1.A: The Universe and its Stars The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)
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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?	When vocabulary is introduced, a will provide a word wall.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	No vocabulary has been introduced yet. This is an introductory lesson.
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Materials

Materials needed by teacher for this lesson.	N/A
Materials needed by students for this lesson.	Student will need their laptop, and an iPad or cellphone.

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.
1-3	<u>Introduction:</u>	Give students their learning objectives and put them into groups. Introduce the app QR't for them to use to scan the QR codes. Allow students to download app, if it is not already downloaded.
40-45	<u>Instruction:</u>	<p>Students will be provided a Hyperdoc through Google Docs, that will contain QR codes they must scan to complete all of the assignments. When they scan the QR code it will take them to different websites that will help them with their learning objectives. Websites will be about star brightness's, how to classify stars, and how they play a part in the universe.</p> <p>When they have completed the Hyperdoc, students will create a Canva or other type of infographic they choose to display their learning. After they create the infographic, they will use the QR't app to create a QR code and that is what they will turn in for a grade.</p>
1-2	<u>Closure:</u>	Allow for students to wrap everything up, turn in everything they have, and answer any questions.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students would work in small groups or partners. I can also try to find websites that translate into native languages. There is no vocabulary introduced yet, but when there is, I will provide a word wall.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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 type="checkbox"/> Formative / <input type="checkbox"/> Summative	This is an introductory/explorative lesson. The only assessment will be an informal formative, because I will be walking around making sure each student is on track.
	<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.	N/A
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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>;

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