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Lesson Plan Template

Lesson Segment Focus Moon Phases

Lesson 2 of 5

Course & topic addressed Science/Space Systems

Date 12/3/19 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to recognize and name the phases of the moon.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In the previous lesson. Students learned about the sun, how it moves, and how the sun's light affects all living things on earth.
Knowledge of students background (personal, cultural, or community assets)	Approximately 95% of the students are white with the remaining 5% consisting of African American and Hispanic. The majority live in poverty, with one parent/grandparents, stepfamilies, or unmarried cohabiting adults.

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.	1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
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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?	Key vocabulary words will be written on the whiteboard and poster's will be hung on the wall visible throughout the week for students to see.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Moon Phase New moon	Waxing crescent Waxing Quarter Waxing Gibbous	Full Moon Waning Gibbous Waning Quarter	Waning Crescent
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Materials

Materials needed by teacher for this lesson.	Smartboard Laptop iMovie presentation 2 family packages of oreos Plastic forks The Moon Book by Gail Gibbons Youtube moon rap video: https://www.youtube.com/watch?v=79M2ISVZiY4
Materials needed by students for this lesson.	Marker or crayons 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	<p>Introduction:</p> <p>The Moon Book by Gail Gibbons</p>	<p>Announce to students that Science is about to start in 1 minute and they need to finish up anything that they may be working on. After 1 minute is up, play the Bill Nye, the Science Guy theme song (https://newmanagement.com/music/mp3/bill_nye.mp3). Student know when this transition song begins to play, it is time to go to the carpet and begin our Science lesson.</p> <p>The teacher will review the lesson about the Sun that the students learned the previous day and ask a couple of quick questions to assess student knowledge.</p> <p>The teacher will tell the students that the next lesson after the sun is about the moon. The teacher will ask students if they have noticed all of the different sizes of the moon. Allow time for student discussion. The teacher will introduce The Moon Book by Gail Gibbons to the class and begin to read. Allow time for discussion.</p>
40 minutes	<p>Instruction:</p> <p>Interactive Brainpop lesson</p> <p>Mr. Lee-Phases of the Moon Rap</p>	<p>The teacher will show the students a video explaining the eight phases of the moon (https://www.brainpop.com/science/space/moonphases/) After the video, the teacher will have the students stand up and the teacher will play the Moon rap video by Mr. Lee. (https://www.youtube.com/watch?v=79M2ISVZiY4).</p>

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.
	<p>Explanation of assignment: iMovie Oreo challenge</p>	<p>The class will practice learning the phases of the moon by memorizing the moon rap song. Students may need to see the video a few extra times throughout the day to help learn the song.</p> <p>The teacher will split the students into six groups of four. The teacher will explain to students when they hear the science theme song, they should locate their groups and find a table to work at and have a seat. (Teacher will play Bill Nye theme song again)</p> <p>Once students are seated, the teacher will get students attention by saying the following chant: “Everybody listen”..... and the students will respond with....”right now!”</p> <p>The teacher will explain to students that each group will be presented with an iPad. Pre-loaded pictures of the moon phases are located in the photo library on the tablet. Students will need to follow these steps carefully: (during the project, the teacher will play soft music to encourage to stay focused and think creatively)</p> <ol style="list-style-type: none"> 1. Students will open the iMovie app on the iPad and the groups will need to add the moon phase photos in the correct order 2. Each group will be given 8 oreo cookies. Groups will need to carefully open up their cookies. Using the forks, students will carefully scrape the icing off to match the pictures of the moon phases. Every student will get a turn. Once phases of the moon are complete, the group will need to put the eight oreo cookies in the correct order. 3. Students will take a picture of their oreo moon phase project and add the picture to the iMovie app. 4. Once students have 8 moon phase photos and 1 oreo project photo, students will click on “done” and their lesson video will be complete.
5 minutes	<p>Closure: Clean up</p>	<p>While students stand, stretch, and clean up, the teacher will play the following clean up song https://www.youtube.com/watch?v=5ACJUBKnkZc</p>

Accommodations/Modifications

How might I modify instruction for:	For this lesson, students will be working together in groups. I will pair the students who may need extra help with students who are well-performers in the class. I will also walking around the room helping groups who seem to
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Remediation? Intervention? IEP/504? LEP/ESL?	be struggling. For ESL learners, I will give a hands-on demonstration to make sure they know the instructions for the lesson.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Instructions will be given verbally and I will also give a hands-on demonstration on how the assignment should be carried out. I will also walk around the room and assist student with the ipad 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 iMovie and the Oreo project will serve as the assessment for student content knowledge.
	<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.	
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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>