

Name  Kaylee Parrish

## Lesson Plan

**Learning Segment Focus**  Patterns of the sun, moon, and sunsets  **Lesson**  
 1  of  1

**Course & topic addressed**  Universe and Stars   
**Date**  10/14/20  **Grade**  1

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	TSW observe the universe and stars TSW recognize patterns of the sun, moon, and stars TSW describe the patterns of the sun, moon and stars TSW observe and predict seasonal patterns of sunsets
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	Student will make connections based on their prior knowledge of observing and describing what they see, notice, or predict.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	By making these connections, students will understand the way the universe – sun, moon, stars and sunset works

### State Academic Content Standards

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

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Sun Moon Stars Universe Patterns Observe Seasons Predict Motion Solar system
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to	The vocabulary in this lesson will be talked about a lot throughout this lesson and they will have a list of words with definitions
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provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer / ipad mirroring feature
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Ipads

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
	<p><b><u>Introduction:</u></b></p> <p>Students will explore Space by Tinybop app on ipads to answer a worksheet over the sun</p>	<p>TTW mirror on her own computer /ipad what app to click on and have them go to the sun feature and play around and observe what they are seeing TTW then pass out a handout for them to answer questions</p> <p>TTW assist by mirroring what to click on to find the answers for each question as we learn about the sun!</p>
	<p><b><u>Instruction:</u></b></p>	
	<p><b><u>Closure:</u></b></p>	<p>The students will then be asked to put away their ipads in the cart</p>

**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>.TTW modify by having a helper (this particular student) to help me click on certain things while mirroring to the class</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.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>TTW scaffold by mirroring her own ipad to the smart board so everyone can see and also guide the students through the worksheet.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Completed worksheet in class</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>Space by Tinybop will allow kids to see, and hear descriptions of how the patterns of the sin, space and universe work and their effects</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p> <p>It went well! To change I would have the students share their answers by raising their hand in class</p>
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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>

## **Sun and Moon**

Unit Assessment

Directions:

- Fill in the blank with the best answer.
- A word bank is provided on the next page.



1. The closest star to Earth is the \_\_\_\_\_.
2. The sun is so bright in the \_\_\_\_\_ sky, that you are not able to see any stars.
3. \_\_\_\_\_ can make their own light.
4. The sun provides two important things for us. They are \_\_\_\_\_ and \_\_\_\_\_.
5. Earth \_\_\_\_\_ or spins very fast. This gives us day and night.
6. It is \_\_\_\_\_ when the place you are on Earth faces the sun. It is \_\_\_\_\_ when the place you are on Earth is facing away from the sun.