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Lesson Plan Template

Lesson Segment Focus: Inner Planets

Lesson Two of Three

Course & topic addressed: Science- The Solar System

Date: March 20th, 2019

Grade: Third

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to identify the four inner planets and will be able to describe different traits of the four planets.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The last lesson we focused on was the solar system as a whole, now the students are going to learn specific planets and details about them.
Knowledge of students background (personal, cultural, or community assets)	Based on students backgrounds, they should know about our solar system, the stars in the sky, the sun during the day and the moon during nighttime.

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.	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)
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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?	I will use many pictures with descriptions so the students can visually see the planets we will be learning this week. I will also have an app. Space Walk, pulled up on the smart board for the students to interact with and read from.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Mercury, Venus, Earth, Mars
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Materials

Materials needed by teacher for this lesson.	Smartboard, poster board, colorful markers, worksheet, Space Walk app
Materials needed by students for this lesson.	Pen or 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: Review Solar System Break down inner planets</p>	<p>During this time, I will have a big picture of our solar system pulled up for all of the students to see. We will review the names and location of all of the planets. After I feel like the students are remembering and understanding our solar system as a whole, I will dive into the inner planets. I will zoom in and point out our 4 inner planets that we will be discussing.</p>
30 minutes	<p>Instruction: Mercury Venus Earth Mars</p>	<p>I will pull up the Solar Walk app and click on Mercury to the students can see the planet clearly. On the Mercury poster I will already have labeled General Information and Internal Structure, spaced out enough to write under each of them. I will ask for one volunteer to help me with Space Walk while I stay by the poster that is hung next to the smartboard to write. I will have him/her click on Mercury's general information that is on the app. I will have the volunteer read the first paragraph under general information. I will then ask for students to raise their hand and point out what fact stuck out to them the most. I will allow my volunteer pick who gets to share their favorite fact. I will write down the facts they point out as they say them. We will discuss each fact as they point them out. After all the facts are discussed for the first paragraph, I will call on another volunteer to do the same thing for the next paragraph. We will continue the same cycle until all of the general info has been read and discussed. We will then look at Mercury's internal structure and I will write down how many layers we see.</p> <p>I will continue this cycle for all four planets. At the end of the lesson we will have 4 posters labeled Mercury, Venus, Earth, and Mars.</p>
10 minutes	<p>Closure: Review over all the inner planets Hand out worksheet to assess</p>	<p>I will hang the four posters up at the front of the room where all the students can see them. We will read through, comparing and contrasting the four different planets. After we discuss the planets all together, I will hand out a simple worksheet that will check their understanding of the material we learned. I will collect the worksheet at the end of class as an exit slip.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For the students who can't see or hear as well, I will place them in the first row of desk. For students who get distracted, I will have them sit on their colored dot on the carpet in the front of the room so they are fully engaged in the activity. For students that are visual learners, I can print off the general info that we read off the smartboard so they can have a hard copy to keep and read off.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	In this lesson I will be lecturing for them to hear the material. I will have information on the smartboard, on the poster and on the handout for them to see the material. I have the app and the worksheet for students that need hands on learning.
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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	
	<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>