

Lesson Plan

Lesson Segment Focus: Planets and Role in Our Solar System Lesson: 2 of 3

Course & topic addressed : Science; The Solar System Date: 12/3/19 Grade: 5th

Student Outcome

Specific learning objectives for this lesson.	Students will be able to apply what they already know about Earth and our solar system and analyze each planet and how it compares or contrasts with the other planets.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have learned about the solar system in previous grades and have basic knowledge on how each planet differs or compares to other planets.
Knowledge of students background (personal, cultural, or community assets)	Students can see our sun and moon when they are outside, along with some planets when they orbit close enough to Earth.

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.B: Earth and the Solar System: The orbits of Earth around the sun and the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will provide students with visuals and videos to enhance their learning. Also, as a class, we will collaborate to create a chart and graph of data collected on the planets of the solar system.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Orbit, rotation, axis, revolution, phase</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>TTW need her computer, SmartBoard, Powerpoint presentation, Google Spreadsheet, and student handouts over the Planet Project.</p>
<p>Materials needed by students for this lesson.</p>	<p>TSW need a pen, paper, laptops, notes from previous class.</p>

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.
5 min	<p><u>Introduction:</u></p> <p>Overview of the previous class.</p>	<p>TTW go over what was learned and discussed in the previous class. Students were put into small groups and assigned a planet from our solar system. Students were required to collect any and all data they found about the data and wrote it all down. TTW ask students to return to their small groups.</p>
30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> ● Small groups ● Spreadsheet ● PowerPoint ● Instructions on next part of Project ● Group brainstorming 	<p>TSW return to their small groups.</p> <p>TTW open a Google Spreadsheet. The spreadsheet is not completed. TTW tell students that each group will take turns when called upon to provide the missing info about their planet. TTW insert the data into the spreadsheet. After all data is inserted, TTW ask the students questions that will require them to interpret the data and compare and contrast the findings.</p> <p>TTW then open a PowerPoint presentation and instruct the class to quietly watch. The PowerPoint is a fun and creative presentation on the planet Mars. It advertises Mars as an inhabitable place to live and is trying to convince Earthlings to move to Mars. The presentation lists a bunch of facts about Mars, but in a fun and unique way, almost as if trying to sell the planet.</p> <p>After the PowerPoint is over, TTW pass out an outline of the next stage of the project. TTW go over the paper and the instructions; the students must create their own PowerPoint presentation to promote their planet and convince Earthlings to move there. TTW instruct students to get out any notes that they completed from the previous class. TTW ask the students if they have any questions and then ask the students to repeat the instructions.</p> <p>TTW tell the students that they will begin working on the planet project during the next class time, but to use the next 5 minutes to brainstorm some ideas that they want to use.</p>

5 minutes	<p>Closure:</p> <p>End Group Work</p>	<p>TTW instruct students to stop where they are at. TTW ask students to quietly return to their seats. TTW remind students that they will be working on this project the rest of the week.. TTW thank the students for working so quiet and diligently today.</p>
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Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>For ESL students, I will speak slowly and clearly for clarity. I will also use visuals to help aid in understanding.</p> <p>For IEP, I will adjust the lesson to the individual's specific needs. I might put within a group that is more patient and kind. I might also limit the assignment for this student.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will make sure that the Powerpoint is fun and attention-grabbing for the students. I will make the lesson fun and offer a prize for the group who demonstrates the most creative project.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
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(include type of assessment & what is assessed).	<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.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx)

[wsp.edu/education/Documents/edTPA/Resource12.pdf;](http://wsp.edu/education/Documents/edTPA/Resource12.pdf) [https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf;](https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf)