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Lesson Plan Template

Lesson Segment Focus Space Systems: Patterns and Cycles (Sunlight during different seasons) Lesson 1 of 1

Course & topic addressed Science/ Earth and Space Sciences Date 03-11-19 Grade 1st Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the role that the Sun has in the different seasons during the year as well as the patterns of the sunrise and sunset. Students may notice that winter has less sunlight than spring time, etc.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to have knowledge of what sunlight is/seasons are prior to this lesson. Students could know that the sun moves in a pattern prior to this lesson. The students must know that the sun rises and sets.
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.	<p>Arkansas State Science Standard:</p> <p>Performance Expectation: 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</p> <p>Disciplinary Core Idea: ESS1.B: Earth and the Solar System ♣ Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)</p>
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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>The teacher might use the app known as ‘BrainPOP’ on the iPad or the computer software. The teacher might also use a PowerPoint or video that shows the different seasons and the Sun (especially the Sun’s placement in the sky during different seasons). The teacher will walk around during the technology time of the lesson to make sure that there are no questions from the students. If there are questions, the teacher will answer them.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Sunrise, Sunset, Seasons, Summer, Winter, Spring, Fall, Solstice, daylight, sunlight, Earth, orbit, tilt, hemisphere, Northern, Southern, sun's rays.
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Materials

Materials needed by teacher for this lesson.	A model of the Earth and the Sun, textbook chapter, possibly a powerpoint, projector/smartboard.
Materials needed by students for this lesson.	Access to BrainPOP, headphones.

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.
15 minutes	<u>Introduction:</u> Teacher will go over technology rules, briefly review vocabulary words that the students should already know, and review the students about the patterns of the Sun.	The teacher will stand at the front of the classroom and go over the technology and iPad usage rules. The teacher will also go over the previously learned vocabulary words that are needed in order to comprehend this lesson (i.e., sunrise, sunset, seasons, daylight/sunlight, Earth). Then, the teacher will review what the students should have already learned about the Sun's pattern (i.e., the sun rises and sets). The students will be listening quietly to their teacher in their seats.
20 minutes	<u>Instruction:</u> The teacher will project the powerpoint on the screen and begin her lesson.	The teacher will first project a powerpoint on the screen so that the children can see it. Then, she will go over the powerpoint that is on the topic of seasons and how the sun causes them. After the teacher finishes the brief powerpoint, she will use a model of an Earth and a Sun to show that in one place in the world it is cold at the same time that in another place in the world it is very hot (i.e., The teacher may say something such as "When it is winter and is very cold in America, the Sun's shadow is on us which makes us have snow and the temperature cold. When it is summer in America and it is hot, the Sun's rays/sunlight are pointed towards us. When it is winter in America, the Sun is on the other side of the world shining down on another country. So, when there is winter in America, there is also summer in another country." while using the models to demonstrate the shadow of the Sun on the Earth). The students can ask questions during this time and the teacher will try his/her best to answer them.
15 minutes	<u>Closure:</u> The students will complete a formative assessment.	The students will plug in their headphones to their iPads and watch the 'Seasons' video on BrainPOP. The students will then complete the quiz that is offered after the video. The students will then take the iPad to their teacher so he/she can record the score that the student made.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	The teacher may sit students that have vision impairments towards the front of the class so that they may see the models and powerpoint. The teacher may help a student one on one during the technology time with the iPad. The teacher may call on a science specialist/tutor to help him/her figure out a game plan on how to help a particular student during this activity.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I might teach straight out of a textbook. I might create/find a song/chant that helps the students remember the patterns of the sunlight during the seasons. I would answer questions when asked them. I could also create a second lesson for reteaching this lesson if the students do not comprehend it.
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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	The students are going to watch the video over Seasons on the BrainPOP app and take the quiz. They will then bring the iPad to the teacher and have him/her record the score that they made.
	<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>;
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