Name Mary Gardner

Lesson Plan

Learning Segment Focus Earth's Place in the Universe Lesson 1 of 3

Course & topic addressed General knowledge on the universe and Earth Date 12-2-20 Grade 2nd

Student Outcomes

Specific learning **objectives** for this lesson.	-Students will be able to identify earth and other planet in our universe. -Students will be able to name and identify the planets of the solar system and their order.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	These task are appropriate because we have been learning about the how earth's geography is similar to some on other planets and how it is different. We are now ready to move onto the basics of earth and the universe so we can move onto the earth's ecosystems in part 2
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	This learning task is appropriate because all students will need to know the basics of earth, solar system and universe in order to understand there is more to life than just their local community.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	ESS1.C: The History of Planet Earth ♣ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Earth, Universe, Solar System, Jupiter, Mars, Mercury, Neptune, Saturn, Uranus, Venus**

Academic Language Support

What are the **Academic Language Function(s)** (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 **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Word Wall, definitions

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Chromebooks, internet, access to printer, solar system model
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Chromebook, textbook

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	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)
10 min	**Introduction**: Introduce lesson and objectives and assignments	
35	**Instruction:** Flipped classroom; students will research what they would like to know about earth and use their padlet board to help them	-students will log onto padlet and review websites and videos. -students will be required to add one game, video or article regarding what they found most interesting. -students will print and complete assignments
10	**Closure:** We will go over assignments and do exit slip	-review assignments and answer questions -make sure everyone has them in their take home folder -exit slip: students will show me their link they added to padlet to share with the class later on. They will write a brief description on paper and turn it into me.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Clearly label all planets with both English and Spanish names. Pair ELs with students who have strong English skills. Give print out of labeled planets for remediation/intervention. Also modify their homework to IEP/504 plan.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,	**Use videos for visual learners, use games and models of hands on learners. Conduct visual of solar system movie either through videos or diagrams**

highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	

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).	X Formative /☐ Summative	Interview Assessment during flipped classroom instruction time
	X Formative /☐ Summative	Exit slip for closure
	☐ Formative /X Summative	At home quiz

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Flipped classroom is an innovative new way to teach kids and give them the responsibility and freedom to do it the way the feel they learn best.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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;
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