

Lesson Plan Template

Learning Segment Focus: The Sun and the Moon

Lesson: 1 of 1 Topic: Science Date: 04/22/2021 Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will learn facts about the sun. Students will learn facts about the moon. Students will retain facts about the sun and moon. Students will utilize facts about the sun and moon.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students know that there is a solar system with planets, the sun, and the moon. Students know that the sun is out during the day and the moon is out during the night. Students know that the sun cannot be seen during night and the moon cannot be seen during the day.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will learn knowledge of the sun and moon that they can use forever. Students need to know that the sun is huge and hot and that the moon is able to be explored by astronauts.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Sun • Moon • Night • Day • Phases • Miles
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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)?	Students will learn facts about the sun by watching a video about Sophie Sun who tells facts about herself. Students will learn facts about the moon by watching a video about Melanie Moon who tells facts about herself. Students will retain facts about the sun and moon by watching the video and discussing the facts as a class. Students will utilize facts about the sun and moon by completing a quiz after they have finished watching the video.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> • Sophie Sun and Melanie Moon video • Computer • Overhead projector
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	<ul style="list-style-type: none"> • Quiz
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> • Quiz • Pencil

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)
5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • <u>Introduction and discussion</u> 	<p>The teacher will ask the students what they know about the sun and the moon. Students will spend about four minutes telling the teacher and one another what they know about the sun and the moon. They will tell things that they think are true and peers can discuss whether it is fact or fiction. The teacher will then end the discussion and tell the students that they are going to meet the sun and the moon during a short video. They will be learning some useful facts about Sophie and Melanie through the video and will complete a quiz when they are finished.</p>
10 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Watch video • discussion 	<p>The teacher will play the video for the students on the overhead projector. The students will not take any notes but will just sit and watch the video. After the video is over, the teacher will lead the students in a discussion about what they learned. The teacher will create a list on the board with two columns. The students will identify different facts that they learned in the video and put them into the correct category.</p> <p>After the list is complete and the students have identified all facts from the video (the teacher may need to remind the students of some of them in case they forgot about some of them), they will go over them one by one. When all facts have been discussed, the teacher will erase this list.</p> <p>The teacher will tell the students that they are going to take a quiz over the facts they learned about the sun and the moon. The quiz will have the lists of facts and the students have to go through and write a “S” for sun or “M” for moon beside them.</p>
15 minutes	<p><u>Closure:</u></p>	

	<ul style="list-style-type: none"> • quiz 	<p>The teacher will pass out the quiz to the students. The students will complete the quiz and turn it in.</p>
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Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>The technology used in this lesson is a video created by the teacher. Using a video created by the teacher for the students gives them a break from the teacher always just being up there in front of them talking. The video allows the teacher to get into character and the students to learn the facts in a fun and exciting way. Using a video allows the students to have a different form of lesson in front of them. It gets them excited to be seeing something different.</p>
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Accommodations/Modifications

<p>How might I modify 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>For students with remediation, intervention, IEP/504, or LEP/ESL, I will read the quiz to them if necessary. I will also make sure I underline the key point that helps identify whether the fact is for the sun or the moon. I will make sure that I add subtitles to the video and seat any students that need it toward the front of the room.</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>There is lots of differentiation in this lesson. The facts that the students are learning are taught in multiple ways. They get to watch a video, say them out loud and discuss, see them written on the board, and take a written quiz over them.</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) (include type of assessment & what is assessed).</p>	Formative	Discussion prior to video
	Formative	Discussion after video
	Summative	Completion of sun and moon fact quiz

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support</p>	<p>Pedagogy in Action states “Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979).”</p>
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the approach you chose and justify your choices using principles of the connected theories and/or research.	
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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>;
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