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Learning Segment Focus: Solar System
Lesson: 1 **Topic: Date:** 5/5/21 **Grade:** 5th

Student Outcomes

Specific learning **objectives** for this lesson.	Students will observe how the planets in the solar system interact with each other
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will already understand the planets so this will show them more about that and how they interact
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students see this kind of stuff on TV all the time so it culturally connects with them. NASA products are big now and so students will enjoy learning about space

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Space** **Solar System** **Planet Star Sun**

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)?**	I am using visuals of the planets and stars. I will be using these to scaffold my students along with models that show what is happening

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Star view App on phone or tablet, Sphero Bolt, Paper, Writing Utensils
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Star view App on phone or tablet, Sphero Bolt, Paper, Writing Utensils

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	**Introduction**: **Song**	We are gonna listen and sing a song about the planets together
30 minutes	**Instruction:** Night view	Here we are going to go out and look at the "stars and planets" together. It will be daylight so we will be using this app that shows you where everything is in the sky. It will be fun and the students are gonna draw on paper what they see in the sky
15 minutes	**Closure:** Bolt	I am going to have different sphero bolts and I am going to let the students control them to see if they can make them look like they are orbiting each other. We will then briefly discuss this

Technology Integration

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.	**I chose these two technology because I think they enhance the material of talking about space. The Star View App lets us see the night in the middle of the day which is really cool. Also the Bolt is just to give the students some fun time while still relating it to the lesson.**

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.)	I will pair them up and also let them do digital drawing if they want

Differentiation

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.)	Students will have explicit instructions on what they are supposed to be observing

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).	☐ Formative /☐ Summative	Thumb Up quick check
	☐ Formative /☐ Summative	Drawings
	☐ Formative /☐ Summative	Bolt project

Research/Theory

Explain **connections to theories and/or researc**h (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.**	My own research IDK

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*

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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