

Lesson Plan

Learning Segment Focus: Solar System **Lesson:** 1 of 1

Course & topic addressed: Science **Date:** 01/10/20 **Grade:** 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to recount the eight planets of the solar system. Students will also be able to list the main components, order of the planets, and demonstrate movement of the solar system.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	The students have just been taught of a whole other world beyond earth with an introduction to stars. Writing and counting skills, that are a focus throughout the year will be a part of this lesson.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	The diversity of the classroom includes, ELLs, remedial readers, and gifted and talented students. I will pair gifted and talented student with ELL or remedial student to aid in support. Visual aids will be shown to the students of the nine planets and solar system. Questions and answer session will take place along the way to help aid in comprehension. Those needing additional support can rely on myself. Hands on tasks, visual aids, and auditory experiences will combine to enhance the student's learning process.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>ESS1.A: The Universe and its Stars Lesson will educate students on the motion of the sun and moon.</p> <p>ESS1.B: Earth and the Solar System Reviewing the Earth and Solar System will help students to understand seasonal patterns, to be discussed down the road.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p>Mercury</p> <p>Venus</p> <p>Mars</p> <p>Saturn</p> <p>Jupiter</p> <p>Neptune</p> <p>Uranus</p> <p>Pluto</p> <p>Earth</p> <p>Sun</p> <p>Moon</p> <p>Rotate</p> <p>Revolve</p>
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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	
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<p>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)?</p>	
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	

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	<u>Introduction:</u>	Today's lesson will be on the solar system. When I tell you, please head over to the reading rug, where we will read together, The Magic School Bus: Lost in the Solar System. Then we will discuss rotation and revolving and put it in motion. Afterwards, head back to our desks, where we will review the planets and work on an art project. Go!
	<u>Instruction:</u>	Begin by showing the front and back cover of the book. Showing the title and author. While reading, questions will be asked throughout to assess comprehension. Each student will receive a poster board, cut out in a circle, made into a necklace to wear around their neck. Each circle will be a different planet, with a picture and some facts about the planet. One student will have the sun and stand in the middle while the other students and their planet will make a circle around the sun. The sun will begin to spin in the middle as the other students spin as they walk around the sun, indicating revolving and rotation. Students will then go back to their desks and we will review the graphic organizer of the solar system along with facts about each planet. Wrapping up the day student will create solar hat. Students will be given two black strips of cardstock. Students will get out a paintbrush and a dab of white paint will be provided to each student on a plate. Students will rub their index finger along the bristles of the brush or dab onto

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		the black cardstock to create a look of stars. As these are set to the side to dry, students will cut out the planets from a template provided. Once the paint is dry students will glue together the black strips from end to end to create a circle form for a headband. Around the band the students will glue the planets around accordingly.
	<u>Closure:</u>	

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>Students that need modifications will be monitored and receive additional support from myself. Students needing modification will have a buddy for this lesson and can provide them additional help and support.</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>Reviewing the physical aspects of the book begins the process of scaffolding and is built upon throughout the lesson. The visuals and hands on activities can create images to help with recall. As always, I am here to assist when students begin to struggle.</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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>During reading time, I will ask the students to recall information from the story read in class. Students will be asked more complex questions, which will tell me who is paying attention and who needs help with identifying key factors in the story.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>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</p>	
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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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