

## iMovie Lesson Plan

**Lesson Segment Focus: Solar System**

**Lesson 1 of 1**

**Course & topic addressed: Science & 8 Planets**

**Date: 11/5/18**

**Grade: 3**

### Student Outcomes

Specific learning objectives for this lesson.	The specific learning objective for this lesson is for students to show an understanding of the concept of the 8 planets in our solar system and the order they appear in as well.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The connection to previous lessons this builds upon is their prior knowledge that there is more than one planet in our solar system and that there are 8 total planets that revolve around the sun in a certain order.
Knowledge of students' background (personal, cultural, or community assets)	The knowledge of students' background in terms of personal is whether or not they own a telescope and if they do, then those students could connect this learning to activities they have done in the past or can do in the future.

### 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.	<b>3-ESS3-3: Use observations of the sun, moon, and stars to describe patterns that can be predicted.</b>
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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 planned instructional supports that I might use to assist students to understand key academic language to express and develop their content learning is flashcards with the word on one side and then the definition on the other side. To provide varying supports for students at different levels of academic language development I will have an easier assignment put in place.</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Revolve, planet, and solar system</b>
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## Materials

Materials needed by teacher for this lesson.	The materials needed by the teacher for this lesson include a green screen, at least one iPad, and the app iMovie
Materials needed by students for this lesson.	The materials needed by students for this lesson is a script with the order of the 8 planets on it, a green screen, iPad, and the app iMovie

## 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.
5 minutes	<b>Introduction:</b> I will begin the lesson by asking students how many planets they think there are in our solar system.	I will be asking the students the introduction questions and students will raise their hand if they want to contribute to the discussion. I will then call on students to answer the question and they will add to the discussion. I will steer the answers towards the right direction if students seem far off.
20 minutes	<b>Instruction:</b> To begin instruction I will show students a video of a song about the 8 planets in our solar system.	After the students have watched the video I will then display a picture of each planet, so students can see what they look like in outer space. I will show them in the order that they appear in the solar system so that students will not get confused. After I have shown students the order of the planets, then I will allow them to create their own video of the planets. Students can have fun with it or be serious, but it will be an assessment tool to let me know that they have learned that there are 8 planets as well as the specific order they appear in the solar system. They will make this movie with the green screen and find a picture of the 8 planets to use as the background. They will make a script of the order of the 8 planets and I will use that as an informal assessment as well. The iPad that students use to record their video will already have iMovie installed.
5 minutes	<b>Closure:</b> To close the lesson I will ask my students to say the order of the planets along with me.	I will be saying the planets slowly in the order that they appear in the solar system and watching to make sure that the students are saying them with me. I will make a note of which students are not saying it or do not seem to know the order.

## Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I would modify instruction for remediation students by giving them a pre-made script so that way they do not have to worry about spelling errors and saying something wrong in the video. For intervention students I would help them with their movie because even though students will be in a group their classmates may not know how to help them. For IEP/504 students I would make sure that this lesson followed the plan set forth by the team and if it did not, then I would make modifications. For LEP/ESL I would do the same thing that I did for the remediation students and I would give them a pre-made script so that way they do not have to worry about spelling errors and saying something wrong in the video.
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## Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I would provide a variety of instructional methods/tasks/strategies to ensure all student needs are met by individually helping each student that seems to be struggling with the task at hand. I would prevent this needing to happen with every student by having students form groups in order to complete the assignment.</b>
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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	
	<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>; <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>