

Name Peyton Deason

Lesson Plan Template

Lesson Segment Focus The Universe and it's Stars Lesson _____ of _____

Course & topic addressed The Universe and it's Stars Date 3-14-19 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	The children will observe the moon's changes and state the different phases over the course of one month.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The children should know how the solar system interacts.
Knowledge of students background (personal, cultural, or community assets)	

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.	ESS1.A: The Universe and its Stars
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Moon phases Astrology
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Moon calendar.</p> <p>Moon watcher sheets.</p> <p>The Moon Seems to Change by Franklyn Branley</p>
<p>Materials needed by students for this lesson.</p>	<p>Moon calendar</p> <p>Moon watcher sheets</p> <p>Ipad</p> <p>Colors</p> <p>Astrology journals</p>

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.
	<p><u>Introduction:</u></p>	<p>Read a book that discusses the fact that the moon seems to change every night. (Rec: “The Moon Seems to Change” by: Franklyn Branley) Tell the students that they will be proving that this is true.</p>
	<p><u>Instruction:</u></p>	<p>Show the class the new calendar. Introduce the “Moon Watcher” sheet and explain that each night two students will take the sheet home and be responsible for recording what the moon looked like and the phase it was in. (At the beginning of this project you may wish to leave out the categorizing of the phase of the moon. Near the end of the month, you may wish to add whether the moon was waxing or waning.)</p> <p>Pass the sheet out to two students during calendar each day, after collecting the previous night’s sheets from the past two moon watchers.</p>

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.
		<p>Once you collect the moon watcher sheet, color in the moon on the correct date on your moon watcher calendar.</p> <p>At the end of the month, discuss what you have learned from your moon calendar.</p> <p>Have children record what they have learned in their "Astronomer Page" for the day.</p>
	<u>Closure:</u>	<p>Allow students to use their QR code scanner to scan a code made for them to have access to an interactive astrology website(http://tycho.usno.navy.mil/vphase.html). There they will be able to place the moon phases with their appropriate names.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>http://tycho.usno.navy.mil/vphase.html</p>	
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</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</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

type of assessment & what is assessed).		
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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:EsQcNWuG1Z0J: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>