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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 2: Lesson Plan** |
| **Name:** Abby Harnack **Date of Observation:** N/A **CU Course:** ED 450 – Student Teaching  **Ages/Grades Number of Number of Number of Number of**  **of Students: Students in Students Gifted Students**  First Grade  **Class:** 19  **having IEP:** 0 **Students:** 0 **having ELL:** 0  **Lesson Title:** Exploring Space |
| **1. Context: Describe the Students for which this Lesson is designed (1B)**  Identify your students’ backgrounds, special needs, cultural differences, interests, and language proficiencies.   * The majority of my students come from a healthy and supportive home. This is found more often in Christian schools such as KCA. The parents of one of my students are going through a divorce. Another student’s father is overcoming serious medical concerns due to a drug overdose. No student has an IEP. One of my students has some hearing difficulties and receives speech therapy. There are very few cultural differences due to all students being Caucasian except for one. As a whole, my students enjoy the outdoors, working with their hands, and learning while moving. Overall, the students are mature for their grade level. |
| **2. Learning Target (s)/Objectives (1.A & C)**  a. Previous lesson’s learning targets/objectives **(**Connect each target/objective to the appropriate state curriculum/content area standards)   * Science Standard:   1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.   * Science Unit Objective:   3. Students will be able to earn 10 points by using observations to describe patterns related to stars.   * Lesson Objective:   Students will be able to correctly identify 4 out of 5 true/false statements regarding stars and constellations.   * Learning Target:   I can correctly mark statements about stars and constellations as true or false.  b. Current lesson’s learning target (s)/objective (s). (Connect each target/objective to the appropriate state curriculum/content area standards)   * Science Standard:   1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.   * Science Unit Objectives:  1. Students will be able to earn 20 points by using observations to describe patterns related to the sun and solar system. 2. Students will be able to earn 10 points by using observations to describe patterns related to the moon. 3. Students will be able to earn 10 points by using observations to describe patterns related to stars.  * Lesson Objective:   Students will be able to make two appropriate observations about the life of an astronaut by correctly viewing different images.   * Learning Target:   I can look at pictures and make observations about the life of an astronaut.  c. Next lesson’s learning targets/objectives (Connect each target/objective to the appropriate state  curriculum/content area standards)   * Science Standard:   1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.   * Science Unit Objectives:  1. Students will be able to earn 20 points by using observations to describe patterns related to the sun and solar system. 2. Students will be able to earn 10 points by using observations to describe patterns related to the moon. 3. Students will be able to earn 10 points by using observations to describe patterns related to stars.  * Lesson Objective:   Students will be able to provide a piece of evidence that demonstrates their knowledge of the unit’s content during the review.   * Learning Target:   I can participate during the review. |
| **3. Students’ Baseline Knowledge and Skills (1.B & F)**  Describe and include the pre-assessment(s) used to establish students’ baseline knowledge and skills for this lesson.   * In order to establish students’ baseline knowledge and skills for this lesson, a twenty-question multiple-choice pre-assessment was given to students. Students were required to make observations in order to correctly answer the questions. Each question aligned to a specific objective. Students performed best on Science Unit Objective One. Students performed the worst on Science Unit Objective Two. The majority of the students assessed themselves as a two. |
| **4. Formative Assessment (1F)**  Describe and include the formative assessment(s) to be used to measure student progress during this lesson.   * Formative Assessment – Students will view a collage of three pictures on a PowerPoint slide. Each picture will be of an astronaut in space. Students will be required to view the pictures and then attempt to make three appropriate observations about the life of an astronaut. Students will list their observations on a sheet of notebook paper. Students will be expected to use invented spelling. If I cannot read a student’s writing, I will ask them to read their written observations to me. * Self-Assessment – Students will be expected to use the following key to self-assess their work.   Red – I made one observation about the life of an astronaut.  Yellow – I made two observations about the life of an astronaut.  Green – I made three observations about the life of an astronaut.   * Differentiation – This formative assessment will appeal to visual and intrapersonal learners. Visual learners will enjoy observing the images of the astronauts on the PowerPoint slide. The assessment will be completed individually by the students. This independent work will appeal to intrapersonal learners. Students will be provided the option to give their observations orally to Mrs. Ward or me. Some students may become overwhelmed by the idea of writing their observations. |
| **5. Resources (1D)**  Identify the resources and assistance available to support your instruction and facilitate students’ learning.   * Students’ Science Textbooks * Science Textbook Teacher Edition * Pencils * Smart Board * Document Camera * *The Moon* Reading Book * YouTube Video - <https://www.youtube.com/watch?v=SOCixRhRGDw> * Dried Fruit Snack * Napkins * Formative Assessment PowerPoint Presentation * Notebook Paper |
| **6. Lesson Procedures (1E)**  Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities.   * Co-Teaching Model – Mrs. Ward and I will use the co-teaching strategy of one teach, one assist for this lesson. I will lead the teaching. Mrs. Ward will provide assistance by accessing technology, managing student behavior, and passing out the space snack. * Textbook Reading and Discussion (Section 8.5, pages 123-124) – 5 minutes   The class will read pages 123 and 124 in their science textbook. I will select students to read different sections of the text aloud. Students will be expected to follow along as their classmates read. The two pages focus on exploring space and the life of an astronaut. In order to connect the content to life experiences, I will challenge students to think of a time in their life when they were scared to try something new. I will encourage students to identify with the emotions of a first-time astronaut.   * Textbook Writing Activity (Section 8.5, page 124) – 5 minutes   A writing activity is included on page 124 in the science textbook. The prompt asks students to pretend they are in a space station. Students are to write about what they would see and do in a space station. Students will be given a brief amount of time to write down their ideas. Students will be expected to use invented spelling. In order to facilitate multiple levels of learning, some students will not be required to write. Instead, these students will be asked to share their ideas with Mrs. Ward or me during the time allotted for the activity.   * *The Moon* Chapter Three Reading – 5 minutes   Students will be asked to move from their desks to the carpet. I will read a chapter from a book titled *The Moon*. The chapter explains how the moon is the only place in space that people have visited. The reading will reintroduce students to astronauts. After completing the reading, I will ask the students some higher-order thinking questions. Students’ responses and questions will allow me to identify any misconceptions and properly address them at this point in the lesson.   * “Take a Tour of the Space Station” YouTube Video – 4 minutes   Students will remain on the carpet after the reading. I will use the SmartBoard to show a YouTube video to the students. The video helps explain the life of an astronaut in space. The video will challenge students to think from a different perspective. Once the video has finished, I will encourage students to compare life on Earth to life in space. Then, students will move back to their assigned desks.   * Tech Connect Reading and Discussion (page 125) – 5 minutes   Each chapter in the science textbook includes a section that makes technological connections. We will read this page as a class. The page focuses on the inventions that have been created as a result of space travel. One part of the reading reveals that astronauts mainly eat dried foods while they are up in space. Therefore, I will pass out a dried fruit snack to each student. They will have the opportunity to enjoy this snack throughout the remainder of the lesson.   * Formative Assessment – 6 minutes   Students will view three pictures of astronauts in order to make appropriate observations. Additional details regarding the formative assessment can be found in an above section.   * Differentiation:   Different learning styles were considered when developing this lesson plan. Visual learners will benefit from the textbook images, *The Moon* images, and the images within the YouTube video. The textbook reading/discussion, *The Moon* read-aloud, and YouTube video will all appeal to auditory learners. Students who enjoy writing will be glad to have the opportunity to write on page 124 in the science textbook. Kinesthetic learners will benefit from the desk and carpet transitions. The class textbook reading/discussion and group read-aloud will appeal to interpersonal learners. Intrapersonal learners will enjoy individually completing the writing activity and formative assessment.   * Thinking Tasks:   The following thinking tasks will be given throughout the lesson. I will manage my instruction in such a way that an appropriate amount of wait time will be provided to students in order to promote higher-order thinking.   * When have you been scared to try something new? How does this connect to an astronaut? (higher-order thinking) * Who was the first person to walk on the moon? * Besides the moon, which object in space have humans explored the most? (higher-order thinking) * What can you learn from the name “International Space Station”? (higher-order thinking) * What are some examples of experiments and tests that may be performed in space? (higher-order thinking) * Where is the only place in space that people have visited? * What year did the first astronauts walk on the moon? * How many people have walked on the moon? * What are some of the things astronauts learned while exploring the moon? (higher-order thinking) * Why will the astronauts’ footprints on the moon never disappear? * Compare life on Earth to life in space. (higher-order thinking) * What forms of technology have we gained as a result of space exploration? * Accommodations/Modifications:   No student within my class has an IEP. Therefore, specific accommodations or modifications do not need to be provided to any of my students. As mentioned previously, not all students will be required to complete the writing activity on page 124. Students with low writing abilities will be allowed to orally provide their response. This will be the main accommodation for this lesson. |
| **7. Watch For**  If the lesson were observed what would you specifically like the observer to watch for:   * I would like the observer to watch for one specific thing. This lesson includes several different chunks. There will be many different times of transition. Do any of the students get lost in the transitions? How well are students able to keep up with the pace of the lesson? Do the transitions provide an obstacle to student learning or do they keep the students engaged and attentive? |