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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:** Stars and Constellations |
| **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:  1. Students will be able to earn 10 points by using observations to describe patterns related to the moon.  * Lesson Objective:   Students will be able to score an 80% on an independent Studies Weekly activity involving characteristics of the Moon.   * Learning Target:   I can use my Studies Weekly to answer questions about the Moon.  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 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.  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 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. |
| **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 – In order to effectively measure student progress during this lesson, students will complete a five-question true/false formative assessment. Statements with accompanying images will be displayed on the SmartBoard using a PowerPoint presentation. Students will be required to listen to the statement read aloud, observe the picture, and then either mark the statement as true or false on a sheet of notebook paper. * Self-Assessment – Students will be expected to use the following key to self-assess their work.   1 star – I know 1 or 2 answers.  2 stars – I know 3 or 4 answers  3 stars – I know 5 answers.   * Differentiation – This formative assessment meets the needs of auditory, visual, and intrapersonal learners. I will read each statement aloud to the students. Orally giving the statements will appeal to auditory learners. Visual learners will benefit from the images that accompany each true/false statement. Students will be required to think on their own and write their own answers. Such independent thinking will appeal to intrapersonal learners. |
| **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 * Document Camera * SmartBoard * Constellation PowerPoint Presentation * Constellation Activity Sheet * Colored Pencils * *Stars and Constellations* Reading Book * Handprint Colored Paper Pieces * Question Mark Colored Paper Pieces |
| **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 – This lesson will not be co-taught. I will teach this lesson independently. * Textbook Reading and Discussion (Section 8.4, pages 121-122) – 10 minutes   Before beginning the textbook reading, I will ask students to think of their own life experiences with stars. Have any of the students ever been stargazing? Has any student seen a star through a telescope? Has any student looked into the night sky and seen the Little or Big Dipper? After this brief discussion, we will begin reading section 8.4 as a class. I will select students to read different sections of the two pages. All students will be expected to follow along as their peers read aloud. One part of the section requires students to draw lines to form the constellation Bear. Students will complete this activity within their textbook. After reading both pages, I will lead a discussion regarding the names of constellations. Students will be asked to think of how constellations received their names. I will challenge students to think of the constellations from a different perspective. Those who named the constellations lived in a very different time period. Their knowledge, religion, culture, and ideas were vastly different from those we have today. Of course, this influenced the naming of the constellations.   * Smart Board Constellation Drawings – 8 minutes   Students will be given the opportunity to utilize technology at this point in the lesson. In order to get students moving, I will implement a constellation drawing activity using the SmartBoard. Each student will be given a sheet of paper with four boxes. Each box will be filled with the stars that create one constellation. A PowerPoint presentation will be displayed on the SmartBoard. Each slide of the PowerPoint will be identical to a box on the activity sheet. Students will be called to the SmartBoard one at a time to draw a line to connect two stars. First, I will name the constellation. Then, students will work together to connect the stars in the right way to create the constellation. Students will simply draw one line at time in order for several classmates to be given the opportunity to participate. After the students have finished their attempt at the constellation, I will change the PowerPoint slide. The following slide will be the correct way in which to create the constellation. Students will be encouraged to compare their attempt to the correct constellation. Students should then individually use a colored pencil to properly connect the stars within the appropriate box to create the displayed constellation. Once this activity is completed, students should have all four boxes filled with the drawing of the constellation.   * *Stars and Constellations* Reading and Questioning – 8 minutes   Students will be called to the carpet for a time of reading and questioning. Each student will be given one piece of colored paper with a handprint and one piece of colored paper with a question mark. I will explain to the students that during the reading I expect them to formulate questions based on the content. If at any time a student generates a question they would like to ask, they will be encouraged to put their paper with the question mark up in the air. This will signal to me that they have a question. After completing a page, I will call on the student to ask their question. Before answering, I will see if any student has an answer to their classmate’s question. If not, I will answer the question to the best of my ability. Several higher-order thinking questions will be asked throughout the reading. Students who have a response should put their paper with the handprint up in the air. This will signal to me that they have a response to my asked question. Using the papers for questions and responses will encourage the students to participate and actively listen during the reading. Listening to students’ questions and responses will allow me to identify and properly address any misconceptions. Students will support each other throughout this time of reading. They will answer each other’s questions and share responses. This support will help facilitate multiple levels of learning.   * True/False PowerPoint Formative Assessment – 4 minutes   Students will complete a five-question true/false formative assessment about the stars and constellations. Additional details regarding the formative assessment can be found in an above section.   * Differentiation:   Multiple learning styles were considered when developing this lesson. Auditory learners will enjoy the textbook reading/discussion and the *Stars and Constellations* reading and questioning. The textbook images, constellation drawings, and *Stars and Constellations* images will all appeal to visual learners. Kinesthetic learners will benefit from the constellation drawing activity. Interpersonal learners will enjoy the class textbook reading/discussion, the group constellation drawings, and the class reading of *Stars and Constellations*. Individually drawing the constellations on an activity sheet will meet the needs of intrapersonal learners.   * Thinking Tasks:   The following thinking tasks will be given during the lesson’s textbook reading/discussion and the *Stars and Constellations* reading/questioning. 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.  What experiences have you personally had with stars?  How did the constellations receive their names? (higher-order thinking)  How does the size of the planets compare to the size of stars? (higher-order thinking)  Why does the Sun appear so much larger than other stars?  What makes up stars?  How does storytelling connect to constellations? (higher-order thinking)  Which stars are the hottest?  Which stars are the coolest?  Which star is the brightest?  How important is imagination when thinking about constellations? (higher-order thinking)   * 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. However, there is one student in my class who struggles to keep up with the pace of the lesson. During the textbook activity and constellation drawing activity, I will be sure to provide additional assistance to this student. I will make sure he is not overwhelmed. |
| **7. Watch For**  If the lesson were observed what would you specifically like the observer to watch for:   * There are two things I would like the observer to watch for as I teach this lesson. First, I would like the observer to determine how engaged the students are during the textbook reading and discussion. How many of the students follow along throughout the entire reading? What are the main distractions during this part of the lesson? Second, I would like the observer to determine the effectiveness of the handprint and question mark paper pieces. Does this strategy seem to encourage student participation and active listening? Do the papers become a distraction during the reading? |