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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:** The Planets |
| **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 20 points by using observations to describe patterns related to the sun and solar system.  * Lesson Objective:   Students will be able to write two specific facts about the Sun.   * Learning Target:   I can write facts about the Sun.  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:  1. Students will be able to earn 20 points by using observations to describe patterns related to the sun and solar system.  * Lesson Objective:   Students will be able to write a specific fact about two different planets.   * Learning Target:   I can write facts about planets.  c. Next lesson’s learning targets/objectives (Connect each target/objective to the appropriate state  curriculum/content area standards)   * Language Standard:   Writing Standards K-5 – Grade 1 Students – Text Types and Purposes – 2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   * Language Unit Objective:  1. Students will be able to write an informative piece on a specific planet in order to earn 20 points on a rubric.  * Lesson Objective:   Students will be able to list the three parts of an informative/explanatory text.   * Learning Target:   I can list the three parts of an informative text. |
| **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 be asked to write down the names of three different planets and an accompanying fact. These facts should be written on a piece of notebook paper. Students will learn an important fact about each planet during this lesson. Students will be expected to use invented spelling when writing down their facts. If I can’t read their writing or understand their spelling, students will be asked to read their written planet facts to me. An image of the solar system will be displayed on the Smart Board during the formative assessment for students to make observations to relate to their facts. * Self-Assessment – Students will use the following key to self-assess their work.   1 – I can write a fact for one planet.  2 – I can write a fact for two different planets.  3 – I can write a fact for three different planets.   * Differentiation – If students would prefer to give their facts about the planets orally, they may ask not to write their facts. Some students may feel less confident about the assessment since it involves writing. Mrs. Ward and I will listen to the students who decide to give their facts orally. This assessment has been differentiated by providing students two choices for how to complete the lesson’s formative assessment. |
| **5. Resources (1D)**  Identify the resources and assistance available to support your instruction and facilitate students’ learning.   * Students’ Science Textbooks * Science Textbook Teacher Edition * Planets Matching Sheet * Planet Facts Sheet * Scissors * Crayons * Glue * Planets PowerPoint Presentation * Notebook Paper * Pencils |
| **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 – One teach, One assist and Supplemental   Mrs. Ward will assist me during the textbook reading/discussion and formative assessment. I will lead the teaching. Mrs. Ward and I will use the supplemental co-teaching strategy for the planet fact matching activity. Students with a lower skill level will be grouped together to complete the matching activity. Mrs. Ward will lead this lower group in the activity. These students will benefit from the reduced teacher-student ratio. I will lead the remaining group of students.   * Science Textbook Reading and Discussion (Section 8.3, page 119) – 10 minutes   We will read page 119 as a class. Students will be expected to follow along as their classmates read sentences from the selected page. The page introduces the eight planets and explains how each one orbits the Sun. The page includes three questions at the bottom requiring students to name the planet that matches the characteristic such as the largest or closest to the Sun. We will answer these questions as a class. However, students with high academic ability will be expected to answer the questions on their own by observing the included picture of the solar system on the page. This will allow me to facilitate multiple levels of learning.   * Planet Fact Matching Activity – 15 minutes   We will complete a matching activity as a class. This activity will introduce the students to one important fact about each planet. Students with a lower skill level will complete this matching activity with Mrs. Ward at the back table. Each student will be given a matching sheet with the pictures of each planet. Students will use their crayons to color the planets their appropriate color. I will use the Smart Board to display an image of each planet. Then students will be given a fact sheet. Each fact should be cut out and then glued beside the appropriate planet. We will work together as a class to determine which fact goes with which planet. Students will be encouraged to share their ideas. Misconceptions will be addressed at this time. After the matching activity is complete, I will ask students to consider the perspective of Earth from the different planets. This will serve as a way to guide students to think of the content from various perspectives.   * Planet and Fact Formative Assessment – 5 minutes   Students will write one fact for three different planets on a piece of notebook paper. Additional details regarding the formative assessment can be found in an above section.   * Differentiation:   In order to effectively differentiate for all student needs, I included instructional strategies that appeal to several different learning styles. Auditory learners will benefit the textbook reading and discussion. The textbook images, planet images, and the matching activity will meet the needs of visual learners. Kinesthetic learners will enjoy the cutting and gluing of the matching activity. Interpersonal learners will benefit from the class reading of the textbook and class discussions. Intrapersonal learners will enjoy having their own matching activity to complete. Such learners will also benefit from independently completing the formative assessment.   * Thinking Tasks:   The following thinking tasks will be given at various points 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.   * How many planets are there? * Do all of the planets orbit the Sun? * Make observations about the planets based on their place in the solar system. (higher-order thinking) * Which planet is closest to the Sun? Which is the farthest? * Which planet is the largest? Which is the smallest? * Why do you believe the Earth is the only planet with living things? (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. A few of my students have difficulty following along during whole-class activities. Therefore, I will accommodate for these students by having them sit at the back table with Mrs. Ward during the planet fact matching activity. The supplemental co-teaching strategy will be used to best accommodate for these students. |
| **7. Watch For**  If the lesson were observed what would like specifically like the observer to watch for:   * I would like the observer to watch for two specific things during this lesson. First, I would like the observer to consider our use of the supplemental co-teaching strategy. Do we implement this strategy effectively? Do students seem to benefit from the use of this strategy? Second, I would like the observer to consider how observant the students are during the lesson? How many of the students study the textbook image and displayed planet images? How interested are the students in learning more about the planets? |