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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:** Space Review |
| **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 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.  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 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.  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:   There is no lesson objective. The lesson objective is the unit objective.   * Learning Target:   I can use observations to describe patterns of the Sun, Solar System, Moon, and Stars. |
| **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 – I will use a checklist for this lesson’s formative assessment. The students will participate in a review activity during the lesson. Each student will be given the opportunity to answer a question. The students will earn a checkmark if they answer the question correctly or provide evidence that they understand the content of the question. If the student appears to have no knowledge of the content or refuses to participate, that student will not earn a checkmark. * Self-Assessment – Students will be given a small piece of paper at the end of this lesson. They will be encouraged to use the following key to self-assess their involvement during the review and their confidence for the upcoming science test.   Smiley Face – I participated in the review, and I feel confident about tomorrow’s test.  Straight Face – I participated in the review, and I feel okay about tomorrow’s test.  Frowny Face – I did not participate in the review, and I need to do a lot of studying for tomorrow’s test.   * Differentiation –This formative assessment will appeal to interpersonal, auditory, visual, and kinesthetic learners. The review activity will be completed as a class causing interpersonal learners to enjoy the review. The questions and answer choices will be read aloud. Discussion will also follow each question. This will meet the needs of auditory learners. Images will accompany each review question in order to mirror the upcoming test. Such pictures will appeal to visual learners. Students will be asked to get up from their desks and mark their answers on the SmartBoard. Such movement will benefit kinesthetic 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 * Review PowerPoint Presentation * Agree Cards * Disagree Cards * Marshmallows * Toothpicks * 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 implement the co-teaching strategy of one teach, one assist for this lesson. I will lead the teaching of the lesson. Mrs. Ward will assist me by accessing technology, marking students’ names on the checklist for formative assessment purposes, and distributing the lesson’s various supplies. * Textbook Review (page 127) – 5 minutes   The students’ science textbook includes a review page within the chapter. We will complete this review page as a class. I will select students to read and answer the questions. We will discuss the correct answers in depth, and I will be sure to identify and address any misconceptions. Then students will rip out all of their textbook pages for the space unit. These pages will be collected, stapled, and stuffed within the students’ folders as a study tool.   * SmartBoard Review Activity – 20 minutes   I will use the SmartBoard to display 20 PowerPoint slides. Each slide will include a question, answer choices, and an image to observe. Students will be called up one at a time to circle their answer for the question. Each student will be given an “agree” card and a “disagree” card. Once their classmate has selected their answer, students are to hold up a card to reveal whether they agree or disagree with the selected answer. This will allow me to further assess the students’ knowledge of the content. Each question will be individually discussed. Correct answers will be shared with students. I will address misconceptions throughout the review. This review activity will serve as the lesson’s formative assessment. Additional details regarding the assessment can be found in an above section.   * Marshmallow Constellations – 5 minutes   Once the review activity has finished, students will be given the opportunity to ask any final questions. The questions could be based on curiosity or the upcoming test. This time will give me another opportunity to identify and address any final misconceptions. During this time of questioning, answering, and discussing, students will be given a handful of toothpicks and marshmallows. They will be encouraged to make their own constellations imagining the marshmallows as stars. Students can even reflect on constellations they have learned about during previous lessons and attempt to create such patterns.   * Differentiation:   Several learning styles were considered when creating this lesson plan. Visual learners will benefit from the textbook review images, review activity images, and marshmallow constellation patterns. The class discussions that will accompany the entire lesson will meet the needs of auditory learners. Intrapersonal learners will enjoy creating their own personal marshmallow constellation. Interpersonal learners will benefit from the class textbook review and class review activity. Interacting with technology for the review and creating their own constellation will strongly appeal to kinesthetic learners.   * Thinking Tasks:   Since this lesson will serve as a review lesson for the students, no new thinking tasks will be given to the students. Such tasks may naturally come up based on where the students’ discussion leads. However, I will not be introducing new concepts or ideas during this lesson. Students will be responsible for reviewing and rethinking about previous tasks from other lessons during this lesson.   * 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, one of my students struggles to keep up with the pace of lessons, especially when the lesson involves writing in the textbook. Mrs. Ward will be sure to assist this student when answering the review questions within the textbook. I do not want this student to become overwhelmed. |
| **7. Watch For**  If the lesson were observed what would you specifically like the observer to watch for:   * There is one specific thing I would like the observer to watch for as I teach this lesson. How many of the students are actively engaged during the SmartBoard review activity? How many of the students only become focused when it is their time to answer a question? Do the agree and disagree cards seem to help students remain attentive? |