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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 Earth and Sun |
| **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)   * Standard:   N/A   * Unit Objective:   N/A   * Lesson Objective:   N/A   * Learning Target:   N/A  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 demonstrate their understanding of the relationship between the Earth and the Sun by correctly answering 4 out of 5 questions on an exit slip.   * Learning Target:   I know the relationship between the Earth and the Sun.  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 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. |
| **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 complete an exit slip at the end of the lesson. Five questions will be displayed on the Smart Board using a PowerPoint presentation. Students will be expected to number and write their answers on notebook paper. Students will be required to make observations in order to answer the questions. Each question will focus on the relationship between the Earth and the Sun. * Self-Assessment – Students will be asked to use the key below to self-assess their learning.   Red – I do not know the relationship between the Earth and the Sun.  Yellow – I know some about the relationship between the Earth and the Sun.  Green – I know a lot about the relationship between the Earth and the Sun.   * Differentiation – This assessment will meet the needs of both auditory and visual learners. Directions, questions, and answer choices will be read aloud to the students. This will appeal to auditory learners. Pictures will accompany the questions for the purpose of making observations. Such pictures will appeal to visual 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 * Globe * Flashlight * Paper Person Cutout * Smart Board * YouTube Video (<https://www.youtube.com/watch?v=1kYWqkbOxgA>) * Notebook Paper * Pencils * Red, Yellow, and Green Crayons * Lesson One Formative Assessment PowerPoint Presentation |
| **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   Mrs. Ward will assist me as I teach this lesson. Mrs. Ward will provide assistance by monitoring student behavior, encouraging certain students to stay on task, prepping technology, and guiding specific students during the lesson’s formative assessment.   * Science Textbook Reading and Discussion (Section 8.1, page 115) – 5 minutes   We will read page 115 as a class. Students will be expected to follow along as classmates read sentences from the textbook page. This page explains that Earth’s rotation makes day and night and that Earth’s revolution around the Sun makes the seasons. The reading also provides the definition for orbit.   * Earth/Sun Model – 5 minutes   I will use a model to help students grasp the concept of the Earth’s rotation and revolution. A globe will represent Earth. A flashlight will represent the Sun. I will tape a paper person cutout to the globe. I will rotate the globe for students to understand that when it is day for one side of the Earth, it is night for the other side of the Earth. I will also tilt the globe to help students understand the change of seasons. This model will be used to help students comprehend the relationship between the Earth and the Sun. This model will hopefully properly address any misconceptions from the reading.   * Science Textbook Reading and Discussion (Section 8.1, page 116) - 5 minutes   We will read page 116 as a class. Students will be expected to follow along as classmates read sentences from the textbook page. This page focuses on shadows and the position of the Sun throughout the day. In order to facilitate multiple levels of learning, students with strong reading abilities will be expected to read and complete the work on page 116 independently.   * “Why Do We Have Shadows?” YouTube Video – 3 minutes   Before showing this video, I will connect the content to students by asking if they have ever seen their shadow. I will allow some students to share their experiences with their own shadows. This YouTube video explains the reason for shadows. The video shares how the relationship between the Earth and the Sun influences the length of shadows. Auditory and visual learners will benefit from this video.   * Smart Board Shadow Drawing – 5 minutes   After students have been taught that the position of the Sun influences the length of shadows, I will call students to the Smart Board. Students will be given the opportunity to use technology. I will draw a standard object on the Smart Board. Then, I will draw the Sun at a certain position above the object. I will call on a student to come and draw the object’s shadow based on the position of the Sun. I will change the position of the Sun several times. Different students will be called to the Smart Board to practice shadow drawing. This activity will help students understand that the direction and length of shadows are based on the relationship between the Earth and the Sun.   * Multiple Choice/Shadow Drawing Formative Assessment – 7 minutes   Students will complete a five-question exit slip at the end of this lesson. Additional details regarding the formative assessment can be found in an above section.   * Differentiation:   In order to effectively differentiate for all student needs, I considered several learning styles when creating this lesson. Auditory learners will benefit from the textbook reading/discussion and YouTube video. The textbook images, Earth/Sun model, YouTube video, and Smart Board shadow drawing activity will appeal to visual learners. Kinesthetic learners will enjoy interacting with technology. Interpersonal learners will benefit from the class textbook reading/discussion and class shadow drawing activity. Students will individually complete the formative assessment. Therefore, this assessment will appeal to intrapersonal learners.   * 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.   * What causes day and night? * What does it mean to orbit? * Why does Earth experience seasons? * Have you ever seen your shadow or a shadow of an object? * Why do shadows grow and shrink? (higher-order thinking) * Why are shadows barely visible at noon? * Why is the relationship between the Earth and the Sun so important? (higher-order thinking) * Compare the Earth to the Sun. (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 a whole-class formative assessment. Therefore, I will accommodate for these students by having them sit at the back table with Mrs. Ward. Mrs. Ward will ensure that these students are answering each question and following along during the assessment. If these students have any questions, Mrs. Ward will be readily available. |
| **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. First, I would like the observer to consider the students’ level of engagement during the textbook reading and discussion. Are the majority of the students focused? How many of the students are playing in their desks or flipping through the textbook? Second, I would like the observer to consider my wait-time when asking higher-order thinking questions. Am I allowing enough time for my students to thoroughly think through questions and provide their best answer? |