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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 Moon |
| **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)   * 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 fully complete a self-assessment using the *God’s Planets* Class Book Page rubric.   * Learning Target:   I can self-assess my page for our *God’s Planets* Class Book.  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 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.  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:   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. |
| **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 complete a Studies Weekly activity after reading the Studies Weekly *Space* magazine. Students will be expected to complete the activity independently. Mrs. Ward will be available to answer any questions the students have when reading the magazine or completing the activity. Students will be expected to correctly complete 80% of the activity. The magazine and activity focus on the characteristics of the night sky, specifically the Moon. * Self-Assessment – A star is displayed at the bottom of the Studies Weekly activity. Students will be expected to color the star red if they do not feel confident in their answers. Students will be expected to color the star yellow if they feel confident about some of their answers. Students will be expected to color the star green if they feel confident about the majority of their answers. * Differentiation – This assessment will strongly appeal to both visual and intrapersonal learners. The Studies Weekly displays great images including one depicting the phases of the moon. Students will complete the activity independently. Students who enjoy writing will also benefit from this activity as they will be given the opportunity to write about one of 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 * Document Camera * Smart Board * Studies Weekly (19 copies) * Studies Weekly Activity * Pencils * Crayons * Oreos * Napkins * Plastic Knives * YouTube Video <https://www.youtube.com/watch?v=t6MCtB752AE> * Laptop * Space Reading Books * 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 – Station Teaching   After completing the textbook reading and discussion, Mrs. Ward and I will implement the co-teaching strategy of stations. I will lead a station at the back table while Mrs. Ward guides students at their assigned desks. At one station, students will watch a YouTube video describing the phases of the Moon. Students will also use Oreos to model the different phases. This station will take place at the back table. Students will independently read their Studies Weekly *Space* magazine and complete the accompanying activity at the second station. This station will take place at student desks.   * Textbook Reading and Discussion (page 120) – 10 minutes   Before beginning the textbook reading, I will introduce students to the lesson’s learning target. Next, I will connect the lesson’s content to experiences by asking the students to share about times they have seen the Moon in the night sky. The goal is to have students recognize that the Moon has not always looked the same when they have gazed into the sky. Together, the class will read page 120. I will select students to read different portions of the text. Students will be expected to follow along as their peers read from the textbook. The text reveals different characteristics of the Moon and explains its orbiting pattern and source of light. Two questions are presented at the bottom of the page. Students will answer the questions individually. Then, I will select two students to provide their answer to the class. I will also ask additional higher-order thinking questions after completing the reading. Listening to student responses will allow me to properly gauge student understanding. I will identify and address any misconceptions about the Moon during this time. Lastly, I will encourage students to think of the content from two different perspectives. First, the perspective from Earth. From Earth, the Moon changes shape. Second, the perspective from the Moon. From the Moon, there is no shape change.   * Studies Weekly and Oreo Moon Phases Stations – 20 minutes   Students will rotate through two stations during this time period. Students will remain at their desks until I call them to the back table. Students will be called to the table in groups of six. Mrs. Ward will guide students at station two which will take place at student desks. Each student will be given a Science Studies Weekly on space. In addition, they will receive an activity sheet to complete as they read through the magazine. The students normally read the magazine as a class. Therefore, this station will present a challenge to students. This station focuses on both reading and comprehension. Mrs. Ward will assist students who have difficulty reading certain words or understanding the activity questions. This station will allow us to facilitate multiples levels of learning. Strong readers will be expected to fully read and complete the activity independently. Struggling readers will receive a greater amount of assistance from Mrs. Ward at this station. Students will be expected to work at this station unless they are called to the back table. If any student completes the work at this station before the lesson’s end, they may select a space book to read. Students will be expected to write down any interesting facts they find while reading. This will serve as a way to keep all students engaged at all times. As students work at station two, I will call groups of six students to my station which is station one. Students will learn more about the phases of the Moon at this station. As a group, we will watch a YouTube video titled “Phases of the Moon Science Video for Kids.” The video will be shown to students using my laptop. This will cause the video to not be a distraction to those working at station two. I will pause the video at various points. Students will each be given a handful of Oreos. Students will be encouraged to use a plastic knife to cut the Oreos’ white cream to look like the Moon phase depicted within the video. This station will take students around six minutes to complete. Once finished, students will be allowed to eat their Oreos back at station two. Three groups of students will be called to the back table in order for each student to have the opportunity to work at station one.   * Differentiation:   Multiple learning styles were considered when creating this lesson. The textbook images, Studies Weekly images, YouTube Video, and Oreo models will all appeal to visual learners. Auditory learners will benefit from the textbook discussion and YouTube video. Kinesthetic learners will enjoy getting to use their hands to create different Moon phases with the Oreos. The class textbook reading/discussion and group Oreo activity will appeal to interpersonal learners. Intrapersonal learners will benefit from individually reading the Science Studies Weekly *Space* magazine and independently completing the activity.   * Thinking Tasks:   The following thinking tasks will be given during the lesson’s textbook reading and discussion. 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 does the Moon’s orbit around Earth compare to the Earth’s orbit around the Sun? * Why does the Moon appear to change shape? * Why is it not possible for living things to be on the Moon? * How does the surface of the Moon compare to the surface of the Earth? * 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, a few of my students struggle with reading. Therefore, Mrs. Ward will provide additional assistance to these students at station two as they read Science Studies Weekly *Space* and complete the accompanying activity. The majority of her attention will be directed to these students. |
| **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 we teach this lesson. First, I would like the observer to watch the students during the textbook reading and discussion. How many of the students are focused? Are the majority of the students following along with the class? Which students are distracted by items in their desk, other classmates, or something else? Second, I would like the observer to determine how actively engaged the students are who finish the activity at station two. These students are to select a space book and record the interesting facts they read. Do the students take this assignment as seriously as the Studies Weekly activity? How many of the students complete the Studies Weekly activity and begin reading a space book? |