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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 Assessment |
| **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 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.  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:   There are no specific lesson objectives. The lesson objectives are the science unit objectives.   * Learning Target:   I can use observations to describe patterns of the Sun, Solar System, Moon, and Stars.  c. Next 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 |
| **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 – There is no formative assessment for this lesson. Students will complete a summative assessment for this lesson. * Self-Assessment – N/A * Differentiation – N/A |
| **5. Resources (1D)**  Identify the resources and assistance available to support your instruction and facilitate students’ learning.   * Student “Offices” * Pencils * Post-Assessment * Post-Assessment PowerPoint * SmartBoard |
| **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. The lesson focuses on summatively assessing students instead of teaching students. * Space Unit Summative Assessment – 30 minutes   Students will be summatively assessed on the space unit material. Students will answer 20 multiple-choice questions. Images will accompany each question for observation purposes. The images will be displayed on the SmartBoard using PowerPoint. I will read aloud each question along with the four answer choices. Students will be expected to follow along and answer each question to the best of their ability. Students will be required to self-assess their work using the following key.  3 – I feel confident about all of my answers.  2 – I feel confident about most of my answers.  1 – I feel confident about a few of my answers.  Results from the students’ writing project for the unit’s language objective will be shared using technology. Also, results from the multiple-choice summative assessment for the unit’s science objectives will be shared using technology. Students will receive their graded multiple-choice science assessment and language assessment rubric during the following lesson. Assessment data will be displayed on the SmartBoard. Student names will not be displayed. Students will be given the opportunity to flip through the *God’s Planets* class book. The scored multiple-choice assessment and rubric will be sent home in the students’ take-home folders. Grades will also be posted online. This is how assessment results will be communicated to students’ caretakers.   * Differentiation:   This summative assessment will meet the needs of intrapersonal, auditory, and visual learners. The assessment will be completed individually. Such independent work will meet the needs of intrapersonal learners. All of the assessment questions and answer choices will be read aloud to the students. Auditory learners will benefit from such reading. Each assessment question will be accompanied by an image. Such images will appeal to visual learners.   * Thinking Tasks:   There will be no specific thinking tasks for this lesson. Students will simply answer the summative assessment multiple-choice questions.   * 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 to remain focused during summative assessments. These students will sit at the back table with Mrs. Ward as I lead the class through the assessment. Mrs. Ward will help the students keep up with the pace. She will continue to direct their focus. |
| **7. Watch For**  If the lesson were observed what would you specifically like the observer to watch for:   * There is one main thing I would like the observer to watch for as I lead the students in this lesson. Do I move through the assessment at an appropriate speed? How many of the students are waiting for me to move on after each question? Are there any other students who would have also benefited from being at the back table with Mrs. Ward? |