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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 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)   * 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.  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 two specific facts about the Sun.   * Learning Target:   I can write facts about 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 a specific fact about two different planets.   * Learning Target:   I can write facts about planets. |
| **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 three specific facts about the Sun. These facts should be written on a piece of notebook paper. Several different facts about the Sun will be discussed 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 Sun facts to me. * Self-Assessment – Students will use the following key to self-assess their work.   1 – I can write one fact about the Sun.  2 – I can write two facts about the Sun.  3 – I can write three facts about the Sun.   * Differentiation – If students would prefer to give their facts about the Sun 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 * YouTube Video <https://www.youtube.com/watch?v=VkW54j82e9U> * “The Sun” Studies Weekly (19 copies) * 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   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, answering questions of independent magazine readers, and listening to students’ oral responses for the formative assessment.   * Science Textbook Reading and Discussion (Section 8.2, pages 117-118) – 10 minutes   Before reading, I will ask students if they have ever had a sunburn. This will be an effective way to connect the content to life experiences. We will then read pages 117-118 as a class. Students will be expected to follow along as classmates read sentences from the textbook pages. These two pages explain the terms atmosphere, space, and telescope. Students will come to learn that the atmosphere blocks some harmful sun rays. A close-up picture of the Sun is displayed on one of the pages. Three questions are included on page 118 which will be answered as a class.   * “All About the Sun for Kids” YouTube Video – 5 minutes   This YouTube video shares many different facts about the Sun. Students will be reminded of the lesson’s objective. Mrs. Ward and I will ensure that students are listening to the video. After the video has finished, I will ask a few students to state the fact they found most interesting. Students will also be asked to share anything they found confusing. I will address misconceptions at this point in the lesson.   * “The Sun” Studies Weekly Reading and Discussion – 10 minutes   As a class, we will read and discuss “The Sun” Studies Weekly. In order to facilitate multiple levels of learning, students with strong reading abilities will be asked to sit at the back table to work independently through the magazine. I will select different students to read aloud sentences from the magazine. The magazine explains the importance of the Sun and the reason for sunrises and sunsets. The last page of the magazine includes a drawing activity which students will be encouraged to complete.   * Sun Facts Formative Assessment – 5 minutes   Students will write three specific facts about the Sun on 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 considered several learning styles when creating this lesson. Auditory learners will benefit from the textbook reading/discussion, YouTube video, and “The Sun” Studies Weekly reading/discussion. The images in the textbook, video, and Studies Weekly magazine will appeal to visual learners. Kinesthetic learners will enjoy the drawing activity within the magazine. Interpersonal learners will benefit from the class discussions. The individual work of the formative 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.   * In what ways does the atmosphere protect the Earth? (higher-order thinking) * What are some things that can be found in space? * What tool do scientists use to observe space? * How does the Sun prove the existence of God? (higher-order thinking) * Why does the Sun rise and set? * Compare life with the Sun to life without 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 whole-class instruction. Therefore, I will accommodate for these students by having them sit at the back table with Mrs. Ward during the textbook reading and discussion. Mrs. Ward will ensure that these students are following along with the class and are answering the questions on page 118. |
| **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 one specific thing during this lesson. Do the students seem engaged during the class reading of “The Sun” Studies Weekly? Do I move through the magazine at an appropriate speed? Do the students read or work ahead? |