

Sample Outline for a Daily Lesson Plan

Teacher: Wilson

Date submitted:

Lesson date:3/8/13

Overall lesson topic/title: Movement of the sun, moon and Earth

GLCEs for this lesson: E.ST.04.21 Describe the orbit of the Earth around the sun as it defines a year, E.ST.04.23 Describe the motion of the moon around the Earth.

Rationale: This activity will be used to introduce the scientific idea of how the sun, moon and Earth move. Presenting it in the form of a play will allow students to become engaged and interested in the topic. Students held a lot of misconceptions during the science talk and this will help to dispel many of those misconceptions.

Materials & supplies needed: AIMS teaching materials and copies

Procedures and approximate time allocated for each event

• **Introduction to the lesson:** Today we will be working in groups to do something kind of new to our class. Raise your hand if you've ever participated in a play? (Allow student responses) Great, so what we are doing today is a Reader's Theater about the sun, moon and Earth. Last week I told you all that we would begin to talk about the movements of these 3 objects and that's one thing we will learn from role playing with this story. You all will be split into groups of 4 and each person will play a different role in their group. Each group will take turns presenting the same play, but adding their own personality to each character. It is okay to be dramatic and playful, but make sure you are reading the words loudly and accurately so your audience can follow along.
(5 minutes)

• **OUTLINE of activities during the lesson:**

- Students will be split into groups of 4 and allowed to practice reading the play for 10 minutes.
- Groups will take turns presenting the play to the rest of the class.
- Once each group has gone we will discuss new information that was learned from the play.
- Specifically I will ask students what they learned about the movements of the sun, moon and Earth.
- Once the discussion is finished, we will model as a class the path the moon and Earth take as they orbit and rotate.
(45 minutes)

Academic, Social and Linguistic Support (during each event):

Students will be able to gain support from their group members during the preparation time. At this point in the activity students who do not feel comfortable reading in front of the class can become familiar with the story before having to read it aloud. This will help them with reading any difficult words and becoming more comfortable reading aloud.

Additionally, I will make sure to create a safe environment for students where we will encourage each other as opposed to laughing at mistakes.

I will circulate the room while students are practicing to make sure they are staying on track and are not confused.

<p>• <i>Closing summary for the lesson</i> Great lesson today girls now let's see if we can fill in any more information on our class chart. Remember we are keeping track of new information we find out about the sun moon and Earth. So far we have filled in the relative size of each, and the distances of the moon and Earth in relation to the sun. Is there anything else we can fill in today? (Allow student responses. Fill in chart as necessary) (10 minutes)</p>	
<p><i>Basis for assessment:</i> I will assess students based off observation and participation. I will be looking to see if they are engaged and paying attention during their classmates' readings. Additionally, I will assess students from listening to their responses during the discussion at the end of the lesson. What did students learn from this activity? Did they understand the movements of the sun, moon and Earth? Are there any misconceptions that students have?</p>	<p><i>Academic, Social and Linguistic Support:</i> Students will be allowed time to share their responses verbally or written.</p>