

Grade: 2nd		Subject: Science	
Materials: Science Notebooks, Vocabulary worksheet		Technology Needed: iPads (Kahoot review)	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic 	
Standard(s) 2-ESS1-1 - Use information from several sources to provide evidence that Earth events can occur quickly or slowly.		Differentiation Below Proficiency: <ul style="list-style-type: none"> • Students below proficiency will be able to use their notebooks throughout the Vocabulary worksheet. Above Proficiency: <ul style="list-style-type: none"> • Students above proficiency will be challenged to complete the assignment without the use of their notebooks, but knowing this is their first day with the terms they may access the information if they get stuck. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> • Students will be encouraged to try and fill out the Vocabulary sheet without the use of their notebook, but if they get stuck they can utilize the information. Modalities/Learning Preferences:	
Objective(s) By the end of the lesson, students will be able to demonstrate their understanding of the science terms Sun, Star, and Moon as well as characteristics associated with each term.			
Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will move safely during all transitions <ul style="list-style-type: none"> ○ Walking feet on ○ Eyes forward ○ Listening ears on • Kahoot <ul style="list-style-type: none"> ○ Students will responsibly answer the questions ○ Students will be able to handle the review aspect and not be too competitive ○ If students are not able to respectfully participate they will have to put their iPads away 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Voices are at a level 0 for all independent work <ul style="list-style-type: none"> ○ Large group participation is expected to be no louder than a 3 • Respect for their classmates <ul style="list-style-type: none"> ○ Not interrupting ○ Listening mindfully ○ Paying attention • To speak in class students must raise their hands in respectful manner 	
Minutes		Procedures	
		Set-up/Prep: <ul style="list-style-type: none"> • Create kahoot survey <ul style="list-style-type: none"> ○ Airplay survey to Promethean Board 	

<p>5-10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Review (10 question Kahoot) <ul style="list-style-type: none"> ○ It is important to remember that we aren't going for the highest score here ○ Take time to answer the question with what you think the correct answer is <ul style="list-style-type: none"> ▪ If I see students just hitting an answer as fast as possible, their iPad will be locked (apple classroom) • What did we learn/what are we still wondering? <ul style="list-style-type: none"> ○ Intro to space - how stars move <ul style="list-style-type: none"> ▪ Slowly ▪ Some stars don't move <ul style="list-style-type: none"> • Earth rotating • North Star is always in its same spot ▪ Other wonderings
<p>10-15</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Today we will be going over some vocabulary words and make a visual dictionary <ul style="list-style-type: none"> ○ We'll have a discussion over each word and what we know about it <ul style="list-style-type: none"> ▪ Sun - the sun is a star that is nearest to the Earth <ul style="list-style-type: none"> • makes it light outside • can be seen during the day • What do you like to do on sunny days? Why are they more fun on sunny days? ▪ Star - an object in the sky that gives off light. <ul style="list-style-type: none"> • When can we see stars? • What did we learn yesterday when we learned about stars? ▪ Moon - the brightest object in the night sky at night <ul style="list-style-type: none"> • When do we see the moon? • Can we sometimes see it during the daytime as well? • Does the moon always look like a circle? What other shapes do we see when we look at it?
<p>10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Chapter 1 science vocabulary worksheet (NGSPscience.com) <ul style="list-style-type: none"> ○ Students can use their science notebooks to help with their worksheet ○ Spelling isn't important on the final question, students should spell their science vocabulary right • Once finished, students need to write their names on their paper and turn it into the tray • After turning it in, students may work on their morning work OR read to self
<p>5</p>	<p>Review (wrap up and transition to the next activity):</p> <ul style="list-style-type: none"> • Bring students' attention back to front of the classroom <ul style="list-style-type: none"> ○ Create spot on the board for our three vocabulary words (Moon, Stars, Sun) ○ Student volunteers can come up to the board and write ONE fact they know about one of the words. ○ Quickly review the definition of the words, and then begin transitioning. • Students will quietly set their work aside and get ready for that days special <ul style="list-style-type: none"> ○ Gym if shoes if there is gym ○ Library books if they have library • Students will then line up to leave using their second grade procedures <ul style="list-style-type: none"> ○ Bodies facing forward ○ Hands by their sides ○ Voices level 0
<p>Formative Assessment: (linked to objectives, during learning)</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Chapter 1 test

- **Progress monitoring throughout the lesson (how can you document your student's learning?)**

- Review at the beginning of class
- Students visual dictionaries in their science notebooks
 - **Create Keynote (comparable to a power point, students have the ability to add pictures and draw within the application) with their vocabulary words**
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- Vocabulary review sheet

- Define the sun/stars/moon
- Describe the sky during the day/at night

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Looking back on this lesson, more explicit detail would have benefited both myself and the students. Going more in depth with student directions and giving them my expectations before behaviors arise is something that this lesson brought to light for me. The lesson overall went really well, students had excellent diagrams in their science journals of how the stars move in space and the student led model from the day before had stuck in the students' minds. One aspect of this lesson that I would do over if I got the chance is the review portion, as I treated it as only a transitional period. Bringing students back at the end of the lesson to review learning and connections could very well make or break this lesson for some students. A huge focus for my second round of lessons in Practicum is ending every lesson with a creative activity that cements the concepts discussed during our lesson. While I may not hit all of the finer details, larger concepts being revisited bring a more concrete ending to the learning rather than transitioning and letting the lesson linger. I also feel that while my visual dictionary idea in their science journals was a good formative assessment, finding a way for students to incorporate more technology into their work/assessments would have been more beneficial.