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| **Lesson Content** | | | |
| **What Standards (national or state) relate to this lesson?**  (You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | LAFS.1.RI.1.1  Ask and answer questions about key details in a text.  SC.1.N.1.3  Keep records as appropriate – such as pictorial and written records – of investigations conducted.  SC.1.N.1.1  Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. | | |
| **Essential Understanding**  (What is the big idea or essential question that you want students to come away with? In other words, what, aside from the standard and our objective, will students understand when they finish this lesson?) | Students will understand what a shadow is, what causes a shadow, and how it relates to the natural world.  What is a shadow?  What causes shadow? | | |
| **Objectives- What are you teaching?**  (Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)."  Note: Degree of mastery does **not** need to be a percentage.) | Given the information from the story, *Guess Whose Shadow?* By Stephen R. Swinburne, students will be able to recall what a shadow is and what causes a shadow through visual representation. | | |
| **Rationale**  Address the following questions:   * Why are you teaching this objective? * Where does this lesson fit within a larger plan? * Why are you teaching it this way? * Why is it important for students to learn this concept? | I am teaching this lesson so that the students are able to gain background knowledge so that they may investigate and explore the natural world around them. The lesson fits into the larger plan because students will be learning about the sun (which causes shadows) and stars in an upcoming unit. It also provides them with experience related to the scientific method/process. | | |
| **Evaluation Plan- How will you know students have mastered your objectives?**  Address the following:   * What formative evidence will you use to document student learning during this lesson? * What summative evidence will you collect, either during this lesson or in upcoming lessons? | Formative evidence:  Pre-assessment “What is a shadow/what causes a shadow?”  Teacher made observations of student participation during turn and talk, class discussion, or answering questions.  Summative evidence:  Journal response: “What is a shadow/what causes a shadow?” | | |
| **What Content Knowledge is necessary for a teacher to teach this material?** | The teacher must have an understanding of what a shadow is, and what causes a shadow in order to teach this material. The teacher must also know that the sun moves throughout the day, which causes the shadow to change position and length. | | |
| **What background knowledge is necessary for a student to successfully meet these objectives?**   * How will you ensure students’ have this previous knowledge? * Who are your learners? * What do you know about them? * What do you know about their readiness for this content? | The students must know sources of light (the sun, lamp, phones, etc.). I will ensure that they have this knowledge through engaging their past experiences with light sources. I know that they are ready for this content because it is reflected through the standards and developmentally appropriate. | | |
| **What misconceptions might students have about this content?** | Students may have the misconception that the shadow moves regardless of the position of the source of light. Students may also believe that shadows are only visible outside (only caused by sunlight). | | |
| **Lesson Implementation** | | | |
| **Teaching Methods**  (What teaching method(s) will you use during this lesson? Examples include guided release, 5 Es, direct instruction, lecture, demonstration, partner word, etc.) | Throughout the lesson I will implement a read-aloud that contains some think-aloud techniques that allow the students to hear my thinking process. I will also implement various turn and talk or class discussion opportunities so that the students will be able to collaborate and exhibit their ideas. | | |
| **Step-by-Step Plan**  (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)  Where applicable, be sure to address the following:   * What Higher Order Thinking (H.O.T.) questions will you ask? * How will materials be distributed? * Who will work together in groups and how will you determine the grouping? * How will students transition between activities? * What will you as the teacher do? * What will the students do? * What student data will be collected during each phase? * What are other adults in the room doing? How are they supporting students’ learning? * What model of co-teaching are you using? | Time  2 minutes  5 minutes  15 minutes  5 minutes | Who is responsible (Teacher or Students)?  Teacher  Student  Teacher (some student throughout the read aloud)  Student | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).   * Introduce: * Today we are going to learn about shadows so that tomorrow we are ready for our science investigation! * Pre- assessment: * Pass out pre-assessment slip. “what causes a shadow?” * Reassure students that this is just to see what they know, we are going to read a fun story about shadows that teaches us! * We are going to read the book *Guess Whose Shadow?* By Stephen R. Swinburne * Transition to the reading carpet: find your special spot on the reading carpet so that we can learn about shadow. * Read * P5: Turn and talk with your shoulder partner about a time when you noticed your shadow. 2-3 students share * P9: When does your shadow appear? * P10: What is a shadow? * P13: Why do you think that the building’s shadow is big but the spider’s shadow is small? * P15: Two students guess the shadow * P17: Three students guess the shadow * P19: Two students guess the shadow * P21: Three students guess the shadow * P23: Two students guess the shadow * P25: Three students guess the shadow * P27: Two students guess the shadow * P29: Turn and talk with partner – why doesn’t your shadow appear when the sun is not shining? * Review the story: * What is a shadow? What makes your shadow appear? * Now that we have learned about shadows, we are better prepared as scientists to complete our investigation tomorrow. * When I say go, take teeny tiny footsteps back to your seat, and get out your science notebook. I will know you are ready when your hands are on your head * Open your science notebook and answer the question what causes shadows.” Using words or pictures. |
| **What will you do if…** | **…a student struggles with the content?**  If a student struggles with the content, they will have the opportunity to view the big book individually. The teacher will also be circulating the classroom to assist any student through probing techniques and relating the content to their past experiences. | | |
| **What will you do if…** | **…a student masters the content quickly?**  If the student masters the content quickly, they will receive an additional prompt that requires them to draw a picture that shows their shadow and the source of light. This will provide them with the opportunity to examine and discover the fact that where the shadow is depends on where the source of light is shining from, which relates to the next lesson (investigation). | | |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**  This lesson connects to the interests of my students because it provides them the opportunity to investigate/be a scientist, which is an interest throughout the classroom. It also provides them the opportunity to participate in a game (through the read aloud), which relates to their interests. | | |
| **If applicable, how does this lesson connect to/reflect the local community?**  This lesson connects to the local community because the community resides in the state of Florida, “the sunshine state.” Since the community is in the sunshine state, the source of light that causes many shadows (the sun) is prominent and the students’ community has various shadows. | | |
| **How will you differentiate instruction for students who need additional challenge during this lesson (enrichment)?**  In order to enrich students that need additional challenge, they will be asked to come up with personal experiences in which they encountered a shadow, and share this experience with the classroom. | | |
| **How will you differentiate instruction for students who need additional language support?**  In order to differentiate instruction for students that need additional language support, the big book provides various pictures that exhibit the text. They will also have the option of completing the journal response in written or visual form. | | |
| **Accommodations (If needed)**  (What students need specific accommodation? List individual students (initials), and then explain the accommodation(s) you will implement for these unique learners.) | J: (D/HH) use of a RFM and an interpreter  A: (muscular problem) will turn his chair towards the carpet so that he can remain apart of the class without moving to the reading carpet and risking falling down/not being able to get up.  ELL students: provide a vocabulary sheet that includes photographs of important words related to shadows (vocabulary words should include: shadow, cloud, sun, and light). The students are able to answer the assessment (answering “What makes a shadow?”) in either written or drawn form. | | |
| **Materials**  (What materials will you use? Why did you choose these materials? Include any resources you used. This can also include people!) | Pre-assessment ticket  *Guess Whose Shadow?* By Stephen R. Swinburne | | |