Moon Phase Lesson Plan with Oreos

Grade: 1st

Subject: Earth Science

Materials: The Moon Book by Gail Gibbons, Students' activity Materials

Technology Needed: Computer, projector, smartboard

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)

1-ESS1 Earth's Place in the Universe

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. (Learning the phases of the moon)

Objective(s)

By the end of the lesson, students will demonstrate their knowledge of the moon phases by either creating a model, PowerPoint, or drawing to show the moon phases.

Bloom's Taxonomy Cognitive Level: Analyze

Differentiation

Below Proficiency: For students who are below proficiency, have them create a drawing for the model. Allow them to use a visual at their desk when creating their project.

Above Proficiency: For students above proficiency, allow them to add on additional information to their projects.

Approaching/Emerging Proficiency: This lesson tailors to the students who are approaching/emerging proficiency.

Modalities/Learning Preferences:

- **Visual:** Students that are visual learners will watch the video and be shown visuals and a model to help aide them in their creating of the project.
- **Auditory:** Students that are auditory learners have opportunities to listen throughout the lesson. Students will listen to the video and to the book.
- **Tactile:** For tactile learners, students can use their hands if they choose to create a model for their project.
- **Kinesthetic:** For kinesthetic learners, there are opportunities throughout the lesson for them to move. Allow them to move around the room when working on their project.

Classroom Management- (grouping(s), movement/transitions, etc.)

Students are expected to sit in the desks quietly and attentively while watching the video. When finished with the engage section students will sit in their desks and read the book when called on. Students will create their project at their desk or around the room. During the review section of the lesson students will sit in their seats when I am asking questions they will then grade their own project.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

Students are expected to follow directions and rules while the lesson is being taught. If the students do not follow them they will receive one warning, after the warning their project will be taken away and they will write a paper on the phase of the moon instead. The noise level is to stay at 0 during the video. When the students are working on the project the noise level is to be at a 2 or below. If the noise level gets to loud, we will stop the activity and put the materials away.

Minutes	Procedures
5	**Set-up/Prep:** Have copies of The Moon Book by Gail Gibbons for each student and get the video ready on the smartboard. Have laptops signed out for this hour.
10	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Opening activity/Access prior learning- Have the students watch the "Why Does the Moon Change?" video on YouTube. Stimulate Interest/state goals- Tell the class, "Today we will learn the different phases of the moon. Once we have gone over the phases of the moon, you guys will select a project you want to create."
15	**Explain: (concepts, procedures, vocabulary, etc.)** The students will read The Moon Book out loud as a class. Call on different students to read to ensure they are following along Once finished reading the book, ask the questions: • Why does the moon circle the Earth? • What causes the different shapes on the moon? • Why do we see the moon differently depending on where we are on Earth? • What are the different phases? • How many moon phases are there? • What causes the different phases?

	• How long does it take the moon to complete the cycle?
40	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Using the information the students read in the book, the students will have the choice to choose from different 3 different projects. • Create a PowerPoint to show the moon phases • Create a model to show the moon phases • Create a drawing to show the moon phases Allow the students to choose one and have them get their materials out. (Assist those who want to use laptop to create a PowerPoint) Allow students to move around the room. The students will be aloud 40 minutes to complete their project. Walk around the room to monitor progress. Let them know when they have 10 minutes left to finish up their project. Have students put their things away 5 minutes before next subject.
10	**Review (wrap up and transition to next activity):** To review have all of the students sit at their desks and put their project on their desk. Have the students engage in group discussion. • What did we learn today? • What did we learn about the moon phases? • How many phases are there? • How can the phases be predicted? • Why does the moon have phases? • How were the projects different? • Since the moon is in ____ phase what phase can we predict it will be in next? (Self-evaluation) When finished asking questions and reviewing have the students grade their own project. The project will be 10 points. 1 point for each phase, 1 point for creativity, 1 point for neatness. Think about the things you missed or could add for next time to make it a better project.

Formative Assessment: (linked to objectives, during learning)	**Summative Assessment (linked back to objectives, END of learning)**
• **Progress monitoring throughout lesson (how can you document your student's learning?)**	

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