Lesson Plan

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| **Subject/Lesson Title/Group:**  1st Grade – Centers | **Estimated Time:**  30 minutes |
| **Standard(s):**  Concept 2: Scientific Testing (Investigating and Modeling) PO 2. Participate in guided investigations in life, physical, and Earth and space sciences. | |
| **Learning Goal(s):**  Students will create a list of needs about their planet based off information they have researched  Students will be able to replicate their planet based off of pictures  Students will be able to create a list of why their planet is special  Students will be able to compare and contrast their planet and earth  **Key Vocabulary:**   * Space * Planets * Outer space | **Resources/ Materials:**   * Paper * Pencils * Clipboards * Colored pencils * Laptops * Example brochures * Students’ brochures * Earth example brochures |
| **Anticipatory Set:**  I will ask students to tiptoe to the rug. Together we will review the expectations of centers. Today we will be doing research for our planets during center time. I need you all to be working at a level one volume today and working your very best to earn your fuzzies. | |
| **Mini Lesson:**  Together students and I will walk through each of the centers.  We will begin at center one: List of Needs. Here the goal is for students to create a list of items that they would need to take to their planet. They will be provided paper, pencils, their brochures, and laptops to look up information.  Center two: students will gather around the table as I explain their goal, which is: Students will be able to replicate their planet based off of pictures. They will be provided paper, pencils, laptops, and colored pencils. They will be able to use the laptop to research a picture of their planet. With the pictures they will replicate their planets with accurate color representation with colored pencils.  Center three: This center will ask students to create a list of things that make their planet special. They need to make a list of why they want their friends and astronauts to go to their planet. They will be provided their planet brochures, pencils, paper, and laptops. They will be able to look through their resources to find facts on their planets that make their planets special. They will write these facts on a piece of paper.  Center four: students will tiptoe over to the next center. At this center they will be asked to compare and contrast the planet they are researching to Earth. They will be provided Earth brochures, a Venn Diagram, a laptop and their planet brochure.  At each station there will be examples of each product that students are being asked to produce. I will show them the example and leave the example at the station for students to use as reference. | |
| Work time:  Students will be in groups of four to five, yet conducting individual work. They will be given 15-minute intervals to begin working on these centers. Students will be given more time in the following weeks to finish these activities. | |
| Differentiation for Student Needs:  Analisa and Noah will need to be assisted with keeping on task  There will be an adult at the colored pencils center and at the Venn Diagram center. They will be there to assist students with the completion of their task. | |
| Questions:   * What makes your planet unique? * What are the conditions on your planet? * What would you need to survive on your planet? | Integration Areas   * Science * Writing |
| Formative Assessment  Throughout the centers process I will be circulating the room ensuring understanding at each of the centers.   * At center one I will be looking for students to understand the conditions of their planet such as the temperature or what they will need to survive. * At center two I will be looking to see if students are able to locate their planet on the internet and accurately draw a picture of it using accurate colors. * At center three I will be checking to see if students can locate exciting facts about their planet. Things that make their planet unique and interesting. * At center four I will be making sure students are able to find what makes their planet unique, Earth unique and what is similar between the two. | |