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Professor Schilling
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Lesson Plan

Lesson: *Planets*

Length: 45 minutes

Age or Grade Level Intended: 1st grade

Academic Standard(s):

Science: 1.1.1 Observe, describe, draw, and sort objects carefully to learn about them.

Writing: 1.5.4 Use descriptive words when writing.

Performance Objective(s):

1. After reading *Planets*, students will create a mobile containing all of the eight planets, hung in the correct order.
2. After cutting them out of construction paper, students will label and describe each of the eight planets, providing at least three descriptive words for each.

Assessment:

Students will read *Planets* by Jennifer Dussling. They will then cut out each of the eight planets, and label them with the correct name. Students will type and print three descriptive words for each planet, and create a mobile in which each planet is in its correct order with the others.

Advance Preparation by Teacher:

Prior to the lesson, the teacher needs to get copies of the book *Planets* for the students to read. The teacher will also need to make copies of the planets for each student to cut out for the mobile. Materials such as yarn, glue, and crayons will be needed for completion of the mobiles.

Procedure:

Introduction/Motivation:

“Today we are going to learn about our solar system and the planets. Can anyone tell me how many planets we have in our solar system? (Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence). That's right! We learned that there are eight planets in our solar system! We are going to read a story today to learn more about the planets and how each is unique, just like all of us are unique from one another. While we read about the planets, think about which is your favorite and which you want to describe!”

Step-by-Step Plan:

1. Introduce the book *Planets* by doing a picture walk.

2. Have the students make predictions about what the book is going to be about. (Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence).
3. Have the students work individually to create a list of all the planets that they know. (Bloom's Application).
4. Have students share some of the planets they came up with. (Gardner: Visual/Spatial Intelligence) (Bloom's Evaluation).
5. Read the story *Planets* to class as they follow along. Ask comprehension questions as the story goes along. Point out descriptive words.
6. Once the story is complete, remind the students of what descriptive words are and have them point out descriptive words found in the story. (Bloom's Comprehension).
7. Have students color and cut out the planets, labeling each with the correct name and also have them describe each by using the computer to type at least three descriptive words for each planet. They should use the internet to help them find other pictures of the planets for ideas on descriptions. (Bloom's Application) (Bloom's Comprehension). If they forget what the planets look like, they can look up pictures of the planets on the internet!
8. Once they have found and typed three descriptive words for each planet, have the students verbally compare and contrast the planets with one another. (Gardner: Logical-Mathematical Intelligence).
9. Students will use the yarn, glue, and crayons to create a mobile of the planets. (Bloom's Application).
10. Display the mobiles in the classroom.

Closure:

“Does anyone want to share their mobile with the class? (Gardner: Verbal/Linguistic Intelligence), (Gardner: Inter/Intrapersonal Intelligence), (Bloom's Comprehension). Does anyone have any questions about anything we have learned about today? Today we read the story *Planets*, and described each of them using descriptive words. We then made mobiles that we can now admire as they hang from our ceiling! Good work class tomorrow we will learn more about our solar system.”

Adaptations/Enrichment:

For a student with ADHD, they will be assigning the role as reporter. He or she will write the descriptive words on the board as the class provides examples. This student will also be placed in the front of the room away from distractions.

For a student with a learning disability, they will be required to come up with one descriptive word instead of three.

Students who have visual impairments will be allowed to have a partner cut out their planets for them. This will also be implanted for students with cerebral palsy or any difficulty cutting out the planets in which the task would become dangerous.

Self-Reflection:

Were the students able to come up with three different descriptive words for each planet? If not, how can I better help students understand this concept?

Was the lesson too hard or too easy?

Did the students know how to find pictures of the planets on the internet?

Was their enough time to create the mobile?

What would I change next time I give this lesson? Would I select a different book?

Did the adaptations and modifications benefit those in need?

Was the story informative and comprehensive? Were there enough examples of descriptive words in the book?

How can I improve my teaching method?