

Lesson Plan
By: Ryan Adams

Lesson: Adventures to the Sun and Moon

Length: 3 days

Age or Grade Level Intended: 1st Grade

Academic Standard(s):

Writing: 1.6.7—Capitalization: Capitalize the first word of a sentence, names of people, and the pronoun I

Writing: 1.5.1—Write brief narrative (stories) describing an experience

Performance Objective(s):

Given the name of the planets, students will write a five-sentence story about space capitalizing the first word of 4 out of 5 sentences.

Assessment:

Students will be assessed by a five sentence story about an adventure they took through space along with a rubric. The beginning of each sentence should begin with a capital letter.

Advance Preparation by Teacher:

- Have writing paper for every student
- Have writing utensils available students to use
- Have the following books available to read:
 - Rustad, M. (2009). *The Sun*. Mankato, Minnesota: 2009.
 - Rustad, M. (2009). *The Moon*. Mankato, Minnesota: 2009.
- Request a computer lab for students to use on the date the lesson will be taught
- Have the following teams available for students:
 - Editors Check List (Attached)
 - Writing Process Check List (Attached)
 - Rubric (Attached)
- Have a great attitude!

Procedure:

Introduction/Motivation:

Today we are going to continue our discussion about space and the planets. Can someone tell me what the planets are that we learned about yesterday? (**Bloom: Knowledge**) (Answer: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto) During our lesson today we are reading a book about the sun which is not a planet but a large star in the sky. Can anyone tell me what they know about the sun? (**Gardner: Intrapersonal**) We will also be

talking about the moon which is earth's satellite! Can you tell me what you know about the Moon? (**Gardner: Intrapersonal**) Before we start reading our book, I would like everyone to write down three things they know about the sun and moon and three things that they want to know. (**Gardner: Verbal-Linguistic**)

Step-by-Step:

Day One:

1. The teacher starts out by handing each student a copy of the following books titled *The Moon* and *The Sun*.
2. After handing out the books to the students, the teacher should provide the students twenty minutes to read the books with their reading partner. (**Gardner: Interpersonal**) When students are finished reading the two books together, the teacher should have the students return to their seats.
3. Once all students are seated, the teacher should read the two books aloud while students follow along at their desks. While reading the books, the teacher should ask students several questions related to the book.
 - a. *The Moon*
 - i. The teacher should review/teach the students the following vocabulary words before reading the story. The definition of the words can be located in the glossary on page 22 of the book.
 1. Crater, Earth, glow, reflect, satellite, sun, surface
 - a. To teach the word satellite the teacher should have the students stand in a circle and start walking. Then the teacher should select one student to walk on the outside of the large circle symbolizing a satellite. (**Gardner: Bodily-Kinesthetic**)
 - ii. Questions
 1. What is the title of the book and the name of the author? (**Bloom: Knowledge**) (*Answer: The Moon; Martha Rustad*)
 2. Explain how the moon seems to glow at night. (**Bloom: Comprehension**) (*Answer: The moon reflects the Sun's light to Earth*)
 3. Summarize what the moon is and how many days it takes to move around the earth. (**Bloom: Comprehension**) (*Answer: The moon is Earth's satellite and goes around the earth every 28 days.*)
 4. What are the physical features of the moon? (**Bloom: Analysis**) (*Answer: may vary—example smaller than earth, holes on the surface, rough*)
 - b. *The Sun*
 - i. The teacher should review/teach the students the following vocabulary words before reading the story. The definition of the words can be located in the glossary on page 22 of the book
 1. Asteroid, comet, dwarf planet, gas, planet, solar system, and yellow star

- a. The teacher should re-teach students the word solar system by providing students with a picture of the solar system on the board. (**Gardner: Visual-Spatial**)
 - ii. Questions
 1. How many miles is the Sun away from the earth? (**Bloom: Knowledge**) (*Answer: 93 million miles*)
 2. Compare the size of the Earth to the Sun? (**Bloom: Comprehension**) (*Answer: 109 Earth's fit across the Sun*)
 3. Where is the sun located in the solar system? (**Bloom: Knowledge**) (*Answer: the sun is located in the center of the solar system*)
 4. What is the function of the sun? (**Bloom: Analysis**) (*Answer: the gives off light and heat, makes plants grow, and makes life possible on earth*)
4. Concluding the re-reading activity students will be assigned a writing assignment that students will have three days to finish. The students' writing assignments will be to write five or more sentences about a trip they took through space. The students must mention the sun and moon somewhere in their story.
5. The teacher must remind the students that they will be using the writing process to complete this activity and that all their sentences need to start with capital letters.
6. The stages of the writing process are outlined below and indicate what day they should be completed.
 - a. **Prewriting:** Students should write down things that they want to talk about in their story on a sheet paper labeled prewriting. Only brainstorming should occur during this stage so that means students should not be writing sentences. (This stage of the writing process should be completed on day one.)
 - b. **Drafting:** Students should be reminded that this is their sloppy or messy copy and they should get their ideas down on paper. They should also start deciding the structure of their story. (This stage of the writing process should also be completed on day one.)

Day 2:

- c. **Revising:** Students should share their stories with a partner and use this stage to add, delete, or substitute words. They should also start arranging the information in their story. (This stage of the writing process should be completed on day two.)
- d. **Editing:** Students will correct errors during this stage and use their editing checklist to make sure their stories are well written. (This stage of the writing process should be completed on day three.)
 - i. (During this stage the teacher should reinforce the importance of capital letters at the beginning of sentences with a mini-lesson)
 1. Mini-Lesson
 - a. Use the books that were read in this lesson to show students how the author started her sentences with capital letters. The teacher should also provide students with example of sentences with and without capital letters are the beginning of sentences. Have the students correct the sentences that are not properly written.

Day 3:

- e. **Publishing:** Students will publish their stories by typing them on a computer and selecting images from the computer that relate to space to place in their story. (Students may also choose to draw pictures.) Once each student has printed off their story the teacher will display them in the hallway for other people to read. (This stage of the writing process should be complete on day three.)

Closure:

Now that we have all had a chance to share our stories, I would like all of you to answer the questions that you wrote at the beginning of our lesson on the moon and the sun. Could everyone answer the questions that had on their papers? (If a student could not answer a question help them figure out the answer.) Now that we have learned about the sun and moon will explore how the sun helps things grow and plant our own seeds into tomorrow lessons.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension

- Read the directions to the writing assignment with the student
- Re-read the book with the student and ask them several comprehension questions as the book is being re-read.
- Allow this student to write information they think is important during buddy reading and as the teacher re-reads the books.

Student with ADHD

- As this student working on their assignment they would receive small breaks to keep them from getting overwhelmed
- Provide the student with a checklist of tasks where he or she can mark off as they complete the different stages of the writing process.

Student with Gifts and Talents in Creativity

- This student would be able to draw illustrations for their story written about space.

Self-Reflection:

1. What went well during the lesson?
2. What did not go so well during the lesson?
3. Did the assessment really test what the students know about shapes?
4. Was the assessment fair for all students?
5. What things will I do never in the past?
6. Did I keep the students engage during the whole lesson?

Name: _____

Writing Process Check List

Please place a check in the book after you complete each stage of the writing process!

Pre-Writing

Drafting

Revising

Editing

Publishing

Name: _____

Editing Check List

Capitalization:

_____ Each sentence begins with a capital letter.

_____ Each word in my title is capitalized.

Punctuation:

_____ Each sentence ends with a period or question mark.

General:

_____ My story has a beginning, middle and end.

_____ Do you understand everything I have tried to say?

The best part of this story is.....	The part that could use some work is....
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Name: _____

Sun and Moon Rubric

	1	2	3
# of Sentences	Student wrote three or fewer sentences in their space story	Student wrote three to four sentences in their space story.	Student wrote five or more sentences in their space story.
Capital Letters	Student capitalized 2 or fewer sentences in their story.	Student capitalized 3 to 4 sentences in their story.	Student capitalized 5 or more sentences in their story.
Moon and Sun	Student did not mention the sun or the moon in their story.	Student mentioned the sun or the moon in their story.	Student mentioned both the sun and moon in their story.