District	Lesson	Plan	Tem	plate
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Teacher: Mr. Edwards	Date: 9/16-20/2024	Subject: Science	Period: 4,5, and 7
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COS Standard:

10. Obtain and communicate information to explain why the sun appears to be larger and brighter than other stars.

11. Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearance of some stars in the night sky.

Outcome(s)/Objective(s)/I can statement

- I can obtain and communicate information to explain why the sun appears to be larger and brighter than other stars.
- Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearances of some stars in the night sky.

ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:

 KWL Survey First Word Word Map 	 Word Splash Possible Sentence Concept Map Frayer Model 	 Anticipation Guide Think-Pair-Share Vocabulary Overvie Daily Language Pra (DLP)	□ Lecture □ Reading w □ Model ctice □ Hands-on	 Graphic Organizer/VLT Pictograph Diagram Mind Map/Visual Guide 	 Poem, Rhymes, etc. Acronyms/Word Other:
Engagement Strateg - Collaborative Gro - Questioning Tech	jies: oup Work hniques	□ - Writing to Learn□ - Scaffolding Text	□ - Literacy Grou □ -Classroom Tall	ps \Box Other: c \Box - T.W.I.R.L.	
Technology Integrat	ion: □ Smart board ESS □ Computer Pro	□ Document Camera □ IPADS	□ Mac Books X Computers □ □ Other:	\Box Kindles \Box Interactive Table	ets 🛛 Digital/ Video Camera

	Monday	Tuesday	Wednesday	Thursday	Friday
Essential Question	How does the tilt of Earth's axis affect the seasons?	How does the tilt of Earth's axis affect the seasons?	How does the tilt of Earth's axis affect the seasons?	How does the tilt of Earth's axis affect the seasons?	How does the tilt of Earth's axis affect the seasons?
	What causes a solar eclipse?	What causes a solar eclipse?	What causes a solar eclipse?	What causes a solar eclipse?	What causes a solar eclipse?
Daily Objective(s) I Can Statement	I can obtain and communicate information to explain why the sun appears to be larger and brighter than other stars. Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearances of some stars in the night sky.	I can obtain and communicate information to explain why the sun appears to be larger and brighter than other stars. Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearances of some stars in the night sky.	I can obtain and communicate information to explain why the sun appears to be larger and brighter than other stars. Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearances of some stars in the night sky.	I can obtain and communicate information to explain why the sun appears to be larger and brighter than other stars. Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearances of some stars in the night sky.	I can obtain and communicate information to explain why the sun appears to be larger and brighter than other stars. Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearances of some stars in the night sky.
Preview (Before) Warm-up- Hook	Bell Ringer - Work on metric conversion problems	Bell Ringer - Work on metric conversion problems	Bell Ringer - Work on metric conversion problems	Bell Ringer - Work on metric conversion problems	Bell Ringer - Work on metric conversion problems
Instruction (During) I Do- We Do- Y'all Do- You Do-	 I Do: Introduction to Earth's orbit and axis tilt using a globe and lamp model. We Do: Walk through the relationship between Earth's orbit and a 365-day year. 	 I Do: Introduce the phases of the moon and eclipses using diagrams and images. We Do: Group activity modeling solar and lunar eclipses. 	I Do: Use a visual presentation (e.g., a digital simulation or video) to explain how Earth's tilt causes different seasons. Emphasize that as Earth orbits the sun, different	I Do: Use an online interactive model or video to demonstrate Earth's rotation and revolution, showing how these movements cause the apparent motion of	I Do: Review the key concepts from the week (lunar phases, eclipses, seasons, and the motion of celestial bodies) using a digital quiz or interactive review game (e.g., Kahoot).

PROCEDURAL CONTENT (application)

	Y'all Do: Group discussion about how different orbits affect seasons. You Do: Students write reflections or short answers based on the discussion.	Y'all Do: Students work in groups to position their model to show how lunar phases and eclipses occur. You Do: Write a short explanation of how lunar phases happen.	parts of the Earth receive varying amounts of sunlight, resulting in seasonal changes. We Do: As a class, analyze a diagram of Earth's orbit around the sun, pointing out how the tilt affects the distribution of sunlight on different parts of the Earth. Y'all Do: In small groups, students will discuss how seasons differ in various parts of the world (e.g., comparing northern and southern hemispheres). You Do: Individually, students answer questions that prompt them to apply what they've learned about the seasons (e.g., "What would happen to seasons if Earth's tilt were increased or	celestial bodies in the sky. We Do: As a class, discuss why the sun rises in the east and sets in the west, using the model to illustrate Earth's rotation. Y'all Do: In small groups, students work together to explain how the positions of the sun, moon, and stars change throughout the day and night. Each group can focus on a different celestial body. You Do: Each student independently writes a brief explanation of why the moon appears to change positions throughout the night.	We Do: The class discusses any lingering questions from the week's lessons, focusing on improving their understanding of the Earth-sun-moon system. Y'all Do: Groups work on finalizing their models of the Earth-sun-moon system, incorporating everything they've learned about lunar phases, eclipses, and seasons. You Do: Each student completes an individual exit ticket explaining one key takeaway from the week's lesson (e.g., "What causes the phases of the moon?" or "Why do we have seasons?")
			decreased?").		
Small Groups	Students work in groups to create physical models using a lamp (sun), globe (Earth), and a smaller ball (moon) to demonstrate the Earth-sun-moon system.	Each group continues to work on the Earth-sun-moon model, ensuring that they can demonstrate both lunar phases and eclipses.	Each group continues to work on the Earth-sun-moon model, ensuring that they can demonstrate both lunar phases and eclipses.	Each group continues to work on the Earth-sun-moon model, ensuring that they can demonstrate both lunar phases and eclipses.	Each group continues to work on the Earth-sun-moon model, ensuring that they can demonstrate both lunar phases and eclipses.
After/ Homework	None	Get materials for project	Get materials for project	Get materials for project	Get materials for project

Assessment (Formative): X Class work Notebook Homework X quizzes Tests Computer activities X Collaborative work X Project/ Other:

Assessment (Su	mmative):	Quizzes Tests Group activities Project based Other:Lab Write Up Proficiency Scale		
Summarizing:	□ 3-2-1	□ Ticket out the Door □ The Important Thing □ Cue Cards □ Teacher Questions □ Student Summary □ Other:		

Score 4.0	
Score 3.0	
Score 2.0	
Score 1.0	