

Teacher's Name: Mr. Edwards

Domain Earth and Space Science

Date Range: 9/23-27-2024

ACOS Standard: Construct an evidence-based explanation of how the relative positions of the Sun and Earth result in observable phenomena, including day and night cycles, length of year, and seasons.

Student Friendly Outcome: I can..... "I can explain how the positions of the Sun and Earth cause day and night, determine the length of the year, and create the seasons."

Monday	Tuesday	Wednesday	Thursday	Friday
Phase I: Before the Lesson • Student Engagement/Look Fors: Ask students to think about the changes in daylight throughout the year and how that affects their daily lives. • Assess/Evaluate: Quick verbal responses to gauge prior knowledge. Phase II: During the Lesson • Student Engagement/Look Fors: Present an introductory video on Earth's rotation and	Phase I: Before the Lesson • Student Engagement/Look Fors: Display a globe and a flashlight representing the Sun. Ask students to predict how Earth's tilt affects seasons. • Assess/Evaluate: Group predictions shared aloud. Phase II: During the Lesson • Student Engagement/Look Fors: Model Earth's tilt and orbit around the Sun	Phase I: Before the Lesson • Student Engagement/Look Fors: Prompt students to recall how long it takes Earth to complete one orbit around the Sun. • Assess/Evaluate: Class-wide brainstorming session. Phase II: During the Lesson • Student Engagement/Look Fors: Discuss how the length	Phase I: Before the Lesson • Student Engagement/Look Fors: Review key points from previous lessons on Earth's rotation and revolution. • Assess/Evaluate: Student participation in review discussion. Phase II: During the Lesson • Student Engagement/Look Fors: Interactive simulation showing the Sun-Earth	Phase I: Before the Lesson • Student Engagement/Look Fors: Students discuss in pairs how Earth's tilt leads to varying temperatures in different seasons. • Assess/Evaluate: Listen to conversations and redirect any misconceptions. Phase II: During the Lesson • Student Engagement/Look Fors: Show a time-lapse

revolution. ● Assess/Evaluate: Check for understanding through brief questioning about the key terms (rotation, revolution, axis). Phase III: After the Lesson ● Student Engagement/Look Fors: Have students discuss with a partner the difference between day and night based on Earth's rotation. ● Assess/Evaluate: Collect exit slips with short explanations of why we experience day and night.	using the globe and flashlight. ● Assess/Evaluate: Use questioning to ensure students grasp how different parts of Earth receive varying amounts of sunlight during the year. Phase III: After the Lesson ● Student Engagement/Look Fors: Students create diagrams showing Earth's position during different seasons. ● Assess/Evaluate: Review diagrams to confirm understanding of how Earth's tilt and orbit influence seasons.	of a year is determined by Earth's revolution around the Sun. ● Assess/Evaluate: Conduct a formative quiz on rotation, revolution, and seasons. Phase III: After the Lesson ● Student Engagement/Look Fors: In small groups, students write evidence-based explanations for why we have leap years. ● Assess/Evaluate: Evaluate explanations for accuracy and clarity.	relationship and its effect on daylight hours throughout the year. ● Assess/Evaluate: Question students during the simulation to assess real-time understanding. Phase III: After the Lesson ● Student Engagement/Look Fors: Students write short paragraphs explaining how Earth's movements affect both day length and the seasons. ● Assess/Evaluate: Use written paragraphs to assess comprehension.	video of Earth's rotation and revolution over the course of a year. ● Assess/Evaluate: Class discussion and Q&A about the video content. Phase III: After the Lesson ● Student Engagement/Look Fors: Students complete a final assessment on the relationship between Earth's movements and observable phenomena. ● Assess/Evaluate: Review the assessment to ensure students have met the lesson's learning objectives.
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Phase I: Before the Lesson Student Engagement/Look Fors Assess/Evaluate		
Phase II: During the Lesson Student Engagement/Look Fors Assess/Evaluate		
Phase III: After the Lesson Student Engagement/Look Fors Assess/Evaluate		
Lesson Modifications		
RTI/PST (Students who need more help): Provide additional diagrams and explanations of Earth's movements.		
Intervention Below Level-Strategic	On-Level	Advanced
Use hands-on models and simplified explanations.	Regular instruction with multimedia resources.	Encourage independent research on how the tilt of other planets affects their seasons.
Inclusion Notes: Ensure visual and auditory aids for students who need accommodations.		

Gifted Notes:
Offer opportunities for gifted students to present their findings on how Earth's rotation and revolution affect other planets' systems.

Lesson Extensions/Resources
Homework: Research how daylight hours vary in different parts of the world and explain why.
Field Trips/Project: Investigate how local weather patterns change with the seasons.
Materials: Globe, flashlight, diagrams, videos, simulation software.
Reflections
Lesson Improvement?
Outcome(s) met?