

Grade 1	Science	Week 9
Lesson Title: Observing the Stars and Moon		
Weekly Learning Targets: Students can observe the stars and moon to discover patterns.		
<p>Vocabulary: rotation, moon, stars, bright, sunrise, sunset, crescent, half moon, gibbous, full moon, new moon</p> <p>Next Generation Science Standards</p> <p>1.ESS1.1 – Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>1.ESS1.2 – Make observations at different times of year to relate the amount of daylight to the time of year.</p> <p>NOTE: Teachers can refer back to this lesson throughout the year as the seasons change.</p>		
MONDAY		
<p>Daily Learning Target: Students can differentiate between the day sky and night sky.</p> <p>Learning Tasks: The teacher can begin the class by teaching this song and dance about the moon and stars. (SM A) The teacher can then ask the students if they can guess what the week will be about. After the students guess, the teacher can inform them they will be learning about the stars and moon and introduce the essential question, “What makes day turn to night?” and “What patterns can you see in the night sky?” The teacher and students can examine that question. Then, the students can turn to page 119 in their textbooks and make a list of things that they see in the night sky and things they see in the day sky. After, the students can read page 119. The students can then answer the question on page 119.</p> <p>Daily Formative Assessment: The teacher can give feedback on the students’ responses.</p>		
TUESDAY		
<p>Daily Learning Target: Students can identify and describe a night sky, sunset, and sunrise.</p> <p>Learning Tasks: The teacher can review the previous lesson and watch this video about day and night. (SM B) After discussing the story, the students can read page 120 in the textbook about the night sky. The teacher can have a discussion with the students by using some prompting questions. (What do the moon and stars look like? What happens to the appearance of the moon and stars as they sky darkens? When might it be difficult to see the moon in the night sky?) The students can then circle what they see in the night sky. On page 121, students can read about the moon. They can draw how the moon might appear. The class can explore why this might be. The teacher can demonstrate this by using this demo. (SM C) Finally, the students can read about winter on page 122 and tell how the sky changes from day to night. (i.e. It is darker. The stars come out.)</p> <p>Daily Formative Assessment: The teacher can check the students work on page 120 to 122.</p>		
WEDNESDAY		
<p>Daily Learning Target: Students can describe what causes day and night.</p> <p>Learning Tasks: At the beginning of class, the teacher can review with the students what they have learned so far about the day and night sky. The teacher can also ask about what questions the students still have about the day and night sky. After that, the teacher can ask the students why the sky changes from light to dark. The teacher can then preview with the students that they are going to learn about the patterns of the sun in different seasons. To start, the class can watch this video about the seasons and the Sun. (SM D) The students can take notes during the video and discuss it after. The teacher can then show the students a model of why earth changes from day to night by using a flashlight and a globe. The students can record their observations in their science journal.</p> <p>Daily Formative Assessment: The teacher can check the students work in their science journal.</p>		
THURSDAY		
<p>Daily Learning Target: Students can make a model of the moon’s phases.</p> <p>Learning Tasks: Note: This lesson plan was derived from the following lesson plan. (SM E) At the beginning of class, the teacher can review the previous lessons. Next, the teacher can ask the class what they already know</p>		

about the moon. Then, the teacher can demonstrate the phases of the moon by reading a story or using a model. (SM F) After, the class can go over vocabulary related to the different phases of the moon. Finally, the students can do an activity where they shape Oreo cookies into the different phases of the moon and place them in the corresponding spot. (SM E)

Daily Formative Assessment: The teacher can check to make sure the correct cookie corresponds with the correct spot.

FRIDAY

Daily Learning Target: Students can observe the stars and moon to discover patterns.

Learning Tasks: At the beginning of class, the teacher and students can review what they have learned so far about the patterns of the day and night sky. The teacher will then do a demonstration using a flashlight for the students. The teacher can shine flashlights (“stars”) to the ceiling of a dark classroom and explain to the students that this is the night sky. Then, the teacher can turn on the classroom lights while leaving the flashlights on and explain that is the day sky. The class can then discuss their observations. The students can then record the pattern they have observed in their science journal. (SM G)

Daily Formative Assessment: The teacher can give feedback in the students’ science journals.

Grade 1 – Science – Week 9	MATERIALS / RESOURCES
<p>pencils, science journals, flashlight, globe</p> <p>A – Sally Go Round the Moon - https://www.mamalisa.com/?t=es&p=3441</p> <p>B – Seasons Video - https://jr.brainpop.com/science/weather/seasons/</p> <p>C – Phases of the Moon Demo - https://www.exploringnature.org/graphics/space/Moon_Phases_demo.pdf</p> <p>D – Day and Night Model - https://www.youtube.com/watch?v=hPa7bu1q7D4</p> <p>E – Moon Model Lesson Plan - https://betterlesson.com/lesson/615207/it-s-a-pattern-the-moon-s-phases</p> <p>F – Moon Phases Model - https://www.youtube.com/watch?v=BDKvCMYu6tE</p> <p>G – Star Pattern Sample - https://betterlesson.com/lesson/resource/3186331/student-sample-2</p> <p>Additional Resources</p> <p>Lesson Plans - https://betterlesson.com/lesson/615210/star-light-star-bright-star-patterns</p>	