Learning Experience

I. Unit Description:
   A. Name: Danielle Uhlenhake
   B. Grade Level: 2nd
   C. Brief description of lesson (a paragraph): This lesson plan will be from my LAMP Lite unit. During the lesson, the students will be scraping the inside of the Oreo cream off to form the eight different phases of the moon. The students will create each moon phase as well as write down the name of the phase on a given sheet.

II. Connections to Constructivism:
   A. For each of the **five principles of Constructivism** (see readings and notes from lecture), please address the following:
      1. Brief definition of the principle in *your own words* (1-2 sentences)
      2. Explanation of how your lesson will accommodate this principle (3-5 sentences)

- People want their experiences to make sense
  1. When students learn a new task or concept, they need experience the learning. Students learn in all different ways: visual, auditory or kinesthetic.
  2. If I were to teach this lesson and just list the eight phases of the moon on the board, students would become confused and discouraged; there would be no meaning behind the information. However, this lesson allows for students to take a totally new field and makes the students experience it first hand. Students are physically seeing the shape of the moon, scraping the icing off of the Oreo and comparing their Oreo to the picture on the wall. The phases of the moon begin to make sense.
- To make sense, learners construct knowledge
  1. Students need a chance to take an idea and ponder with it for a while. Having all information thrown at them without allowing the students to ask questions or to make predictions will not ensure the best learning for students. The only learning that will take place will be the learning that the teacher is 'forcing' the students to learn.
  2. At the beginning of the lesson, I will ask students questions including: Does the moon always look the same? When does the moon look differently? Can you draw different shapes of the moon? Why do you think the moon changes shape? How do we know the moon changes shape? These

questions will get the wheels turning for my students. By thinking about the moon in a more advanced way than just 'the moon,' students are able to begin to recall information and wonder why the moon in fact does change.

- Knowledge connects to what they already know:
  1. Greater learning takes place when students take what they already know and form some sort of connection to what is being taught to the. Students can make connections, which will help to retain the information for a longer period of time.
  2. Using food in lesson plans comes across as fun, and the students will be engaged much more. I'm going to bet that all students have eaten an Oreo at least one time in their life. By using a familiar item, such as an Oreo, for a lesson will encourage students to make connections to the lesson every time they have an Oreo from here on out. If mom or dad buys Oreo's at home, students will want to share what they've done in school and make connections.
- Learning and development depend on experience
  1. Students are better able to understand a concept if they are active participants in their own learning process.
  2. Throughout this lesson, the students are using manipulatives and are able to be active and ask questions in the moment rather than later. There are not many times where students use an Oreo for direct learning, but this lesson is different in the way that students are each scraping off the cream of eight Oreos, just like the eight phases of the moon change.
- Social interaction facilitates learning
  1. Students are able to understand a concept better when they are 'in charge' of their learning. By having debates or conversations about their beliefs, students form strong opinions and are active in the learning process.
  2. Honestly, my lesson does not really allow for this sort of learning. Students are able to communicate within their tables, but because the lesson is a modeling lesson, students are not able to debate or form conversations about differences between Oreos. All of the students' Oreos will look exactly the same.

B. Misconceptions:

1. What misconceptions might your students already have about this topic?

a. One of the biggest misconceptions my students have is the fact that the moon is not a circle, but it is a sphere. This misconception could be because of prior knowledge.

2. How do you think they developed those misconceptions?
    a. At this time in their educational process, students might only know 2-dimensional shapes; so thinking that the moon is a circle is a huge misconception.
3. How will you address these misconceptions in your lesson? How will you change your students' conception of this topic?
    a. There is a model that my parents got for me that explains how the sun, earth and moon all rotate.
    b. 
    c. By using this model, the students can physically see that the moon, sun and earth are all spheres.

C. In what ways might your students' thinking on the topic be *situated* (see **situated cognition** readings and notes)? How will you ensure that their learning is transferable different contexts?
1. When teaching about this topic, it might be hard for the students to understand that there are people around the world that see the moon differently than they do themselves. For example, I will have to share with my students that when it is a full moon here in Indiana, over in Asia, they will probably be experiencing a new moon. However, this model is the perfect way to keep these misconceptions clear. I will be able to show the students where the moon is reflecting light from the moon in Indiana while also in Asia.

III. Connections to **Information Processing:**
Briefly describe two methods you will use to help the information you teach reach students' long term memory.

A. Students will remember this information better if I continue to relate it to their life. For example, I will have a calendar of the

month I teach the lesson, and every day, we will draw in the moon and how it looked the night before. This will relate to their life because they will see the moon every night and then we will talk about it in the morning.

B. I will present this code in more than one sensory code to help the students remember it better. I can find a video of the moon changing over a whole month. Students will be able to then see that the moon changes a little bit every day.

Purpose: The purpose of this Theorist Assignment is for me to keep in mind the different needs of a child. I will take a lesson that pops in my head at first and manipulate it for my students so they have the best chance in fully learning the information as well as remembering it for years to come.

Rationale: This rubric matches up with InTASC 6. InTASC 6 provides ways for teachers to assess their students in a verbal, nonverbal and media communication.
This Theorist Assignment allows for me as a teacher to develop a lesson so my students have the best chance in learning. I need to make connections to what my students already know as well as allow them to communicate with their peers. Students need time to critically think and develop their own questions. In the end of the lesson, students will be able to draw and label the eight phases of the moon.

Tags: Assessment, Rubric

Categories: InTASC 6