

Moon Phases Lesson Plan

This is an ongoing lesson with several extension activities which allow you to work with moon phases over the course of multiple days or several weeks. The activities are meant to act like a mini-unit on moon phases.

Subject / grade level: 4th grade

Materials: several sets of moon phase cards (Delta kit), ball with one white side and one black side (can paint Styrofoam balls from Delta kit or use a Nerf ball if available), ball to represent sun, materials and websites for the various Elaboration/Extension activities listed

NC SCOS Essential Standards and Clarifying Objectives: 4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.

Lesson objective(s): Students will recognize that the changes in the moon's appearance are caused by its orbit around Earth and our perspective of it as it orbits. Students will identify each phase by name and determine where the phase falls in the moon cycle.

Prerequisite Knowledge:

- Students should have a basic understanding that light moves in a straight line and can be reflected, refracted, or absorbed.
- Students should know that Earth orbits the sun and the moon orbits Earth. It will also be helpful if students have a basic understanding of the relative sizes of the moon, the sun, and the Earth in comparison to one another.

ENGAGEMENT

- Pre-assess students' knowledge of the moon by creating a Mental File Folder or circle map using the moon as the topic. List what students know about the moon. If misconceptions arise, list them to the side (if using a circle map) or in the appropriate section of the Mental File Folder.
- Ask:
Does the moon create its own light?
Why does the moon appear to light up?
Have students ever seen the moon change shape?
If so, what shapes have students seen?

EXPLORATION

- In small groups, students should try to put the moon phase cards in the correct order beginning with the new moon. The teacher should not correct students at this point, but rather allow students to explore the topic on their own and attempt the activity using their own methods. Students may see that the cards can be made into a pattern even if they don't create the pattern correctly.
- Leave moon phase cards in the order students put them in, and set aside for later in the lesson.

EXPLANATION

- Place the ball representing the sun in a central location at the front of the room. Gather students in the center of the room. Students will represent Earth. Show students the black and white ball and explain that it represents the moon. Ask students which side of the ball (white or black) needs to face the sun if the ball is positioned in between the sun and the Earth (students). Explain that the white side should face the sun because the sun gives light and the light is hitting that side of the moon. When the moon is in that position in its orbit around the Earth, the part of the moon we see is in shadow. It is called a New Moon.
- The teacher will hold the moon ball and orbit around the Earth (the students), keeping the light side of the moon facing the sun at all times. Students will rotate in the center of the room as the moon orbits so that they can see that the moon changes its appearance depending on where it is in the orbit around the Earth. The moon is not changing shape, it is our perspective of the moon that is changing. Depending on where the moon is in relation to Earth, we see different parts of the moon light up.
- As you rotate counterclockwise, stop at each phase and ask students to describe the moon ball and what they see. Name the phases and explain them as you orbit. Some explanations are below:
Waxing Crescent- Waxing means "to become larger" and the part of the moon that is lit up is getting larger at this point. You can relate this to the fact that if you dip something in wax, it gets larger and larger the more it is dipped. Crescents are curved with

Moon Phase Lesson Plans For 4th Grade

Educators Progress Service



Moon Phase Lesson Plans For 4th Grade:

Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science* A completely revised edition of the best selling resource guide *Science for Children Resources for Teachers* this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education *Resources for Teaching Elementary School Science* also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents *Teaching Science to English Language Learners* Joyce Nutta, Nazan U. Bautista, Malcolm B. Butler, 2010-09-13 *Teaching Science to English Language Learners* offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science

Achieving Aboriginal Student Success Pamela Rose Toulouse, 2011 *Achieving Aboriginal Student Success* presents goals and strategies needed to support Aboriginal learners in the classroom This book is for all teachers of kindergarten to grade 8 who have Aboriginal students in their classrooms or who are looking for ways to infuse an Aboriginal worldview into their curriculum Although the author s primary focus is the needs of Aboriginal students the ideas are best practices that can be

applied in classroom management techniques assessment tools suggestions for connecting to the Aboriginal community and much more The strategies and information in this resource are about building bridges between cultures that foster respect appreciation and understanding Page 4 of cover [Educators Guide to Free Internet Resources](#) Educators Progress Service,2007-05 To provide our customers with a better understanding of each title in our database we ask that you take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back cover or an entirely different summary if you so desire [Crossing the Border From Preservice to Inservice Science Teacher](#) Dennis W. Sunal,Cynthia Szymanski Sunal,Justina A. Ogodo,2024-09-04 This RISE volume explores strategies to induct and retain new science teachers emphasizing professional development It covers methods like teacher reflection leadership collaboration identity strengthening and PLC involvement The book highlights successful approaches to develop high quality teachers and improve student learning **Resources for Teaching Middle School Science** Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take

middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents *Harcourt Science: Earth science, [grade] 4, units C and D, teacher's ed* ,2000 Grade Teacher ,1930 **Macmillan/McGraw-Hill Science: Earth science teacher's ed** ,2006 *Science by Observation and Experiment* Hanor A. Webb,Robert Owens Beauchamp,1935 **Science in Elementary Education** Joseph M. Peters,David L. Stout,2006 Methods for Teaching Elementary School Science Joseph M. Peters,David L. Stout,2006 For Elementary Science Methods courses Streamlined to be more manageable in limited class time the new edition of Methods for Teaching Elementary School Science has been crafted to be the text that best prepares pre service teachers for today s science classroom It accomplishes this by clearly modeling inquiry teaching and addressing the realities of the contemporary science classroom School Work ,1908 Bulletin of the Education Section Florence Nelson,C. F. Scheer,1925 **The Practical Unit Lesson Plan Book for High School Teachers** John Guy Fowlkes,1931 Elementary Science Course of Study for Grades Four, Five and Six Baltimore City Public Schools,1929 **The Elementary School Library Collection, Phases 1-2-3** ,1998 **Science Activities for Elementary Children** Leslie Weldemar Nelson,George C. Lorbeer,1972 The Objectives and Activities in Nature Study for the Kindergarten and the First Six Grades as Revealed by Analysis of Courses of Study and Auxiliary Sources with Suggestions for Making a Course of Study in the Field Roy Jay Kyger,1927 *The Core Program* Indiana. Department of Public Instruction,1962

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