

Name Ashley Bass

Lesson Plan Template

Lesson Segment Focus: Chemical VS. Physical Changes Experiment

Lesson 1 of 1

Course & topic addressed Science-Changes in Matter

Date 11/19/2018 Grade 5th

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to differentiate between physical and chemical changes. Students will be able to differentiate between physical and chemical properties of matter.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should have knowledge of what an experiment is and how they may run.
Knowledge of students background (personal, cultural, or community assets)	Students should have some knowledge of what chemical and physical properties are

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	5-PS1-3 Make observations and measurements to identify materials based on their properties. PS1.A: Structure and Properties of Matter
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Show various examples of what chemical and physical changes are and how the objects change during change. Go over worksheets as a class.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Matter Mass Property Qualitative Quantitative Physical Change Chemical Change
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Materials

Materials needed by teacher for this lesson.	Computer Projector iMovie of lab safety rules
Materials needed by students for this lesson.	Worksheets provided by teacher Pencils This will be for the experiment: ¼ cup (56 grams) of baking soda • ¼ cup (60 milliliters) of vinegar • 1 small, empty water bottle • 1 balloon • 1 funnel

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 mins	<u>Introduction:</u>	I will begin by asking the students what are the differences in physical and chemical changes they have seen in the environment. Then tell them they will be learning about the physical and chemical changes and properties of matter.
30-40mins	<u>Instruction:</u>	Show video of lab safety procedures made by teacher. Conduct Experiment: Ask: How do you know that a gas is produced as a result of mixing baking soda and vinegar? Procedure 1. Stretch the balloon out before using it. 2. Using the funnel, fill the balloon with the baking soda. 3. Pour the vinegar into the empty water bottle. 4. Attach the opening of the balloon to the mouth of the water bottle—be careful not to get any baking soda into the bottle. 5. Count to three and lift up the part of the balloon that contains the baking soda so that the baking soda falls into the bottle.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		<p>Students can refer back to video as needed or have it playing during the experiment.</p> <p>Have students fill out worksheets and answer questions.</p>
20 mins	Closure:	I will ask the students to pick an object at random and have them think of physical or chemical changes the object could go through. They will discuss two properties that would change as the result of the change. Students will share what they wrote in class.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	We could go over questions as a class or have the students work in groups.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Show students examples of physical and chemical changes.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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