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## Lesson Plan Template

Lesson Segment Focus: Weight of Matter

Lesson: 1 of 3 -

Course & topic addressed: Structure and Properties of Matter

Date: October 10, 2018 Grade: Fifth Grade

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn that no matter which reaction takes place, matter will never be created or destroyed, simply, the form will change shape.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have already learned the types of matter and chemical reactions. They have also learned how to accurately weight materials and record data.
Knowledge of students background (personal, cultural, or community assets)	The student's backgrounds have little to no effect on this lesson. Some might be cautious of things changing with seemingly no reason, but we must take the time to remind them what they have learned.

### 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-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
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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?	We will watch an example youtube video and use Ms. Carinna's previously made chart as a guide. Some students may require the buddy system, which is being paired with a more competent student, in order to measure and record their data properly.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Measure, Matter, Graph, Weight, Heating, Cooling, Mixing, Mixture, Record, Data, Conserved, Evidence, Gas, Heat, Color Change</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Spreadsheet, various mixture ingredients, measuring tools, scale, youtube video
Materials needed by students for <b>this lesson.</b>	Spreadsheet template, mixture ingredients, measuring tools, scale, safety goggles.

## 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.
10 mins	<b>Introduction:</b> Remind the students that we have done similar activities before and they know what should be done. Introduce unfamiliar ingredients and give out materials and safety goggles. Check for understanding and questions. Pair up students.	The teacher will give a short introduction to the lesson, reminding students how to measure and weight their mixtures. Teacher will also remind students that they have used similar techniques before. Students will ask questions as necessary and answer teacher questions. Teacher will pair up students or allow students to pair up themselves. Passing out materials will be a shared job by delegated students and the teacher. The students will also pick which student will mix and which will record for the pair/
40-50 minutes	<b>Instruction:</b> Students will perform various mixing, heating, and cooling techniques as instructed by the teacher. Students will also record the results as shown into their spreadsheet.	Wait until the teacher has given the instruction and done an example before starting. The recorder will record the beginning measurement of both ingredients and then the mixer will begin to mix the ingredients by 10mL at a time, with the recorder recording the weight. When finished, the mixer will stir as needed and the recorder will record the final weight. The students will then make an observation in their workbook as to the chemical reaction change that happened – either the temperature change, condensation, steam, or color change. The teacher will move on to the second mixture and the process repeats.

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.
10-20 mins	<b>Closure:</b> As a class, we will bring our data together and compare.	At the end of the mixing and measuring, the teacher will open a new template and ask the student pairs one-by-one for their numbers to fill in the charts. As a class, they will be able to see that the data does not really change because the weight of the two mixtures remained the same. We will compare all of the mixtures on one sheet and the students will complete their workbook with the class data.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Any student with a special need will be pulled for their Special Science class, but students with minor issues will be paired with a competent student or sit at my desk and watch the examples, only acting as recorders.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>As the students complete their tasks, I will be asking understanding questions and giving the space for questions. I will also double check students work randomly and provide written instructions. Between the youtube video, my repeated instruction, the written instructions, and the checking for understanding questions, the various learners will all be met with what they need.</b>
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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? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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