

Name: Elizabeth Hay _____

Lesson Plan Template

Lesson Segment Focus: Chemical Reactions _____ Lesson 1 of 2

Course & topic addressed: Science/Chemical Reactions _____ Date: 12/3/18 _____ Grade: 2nd _____

Student Outcomes

Specific learning objectives for this lesson.	Students will understand the components of a chemical reaction and what it is
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will need to already know that there are two kinds of reactions, physical and chemical and the difference between the two. Some are reversible, and some are not.
Knowledge of students background (personal, cultural, or community assets)	Some students might be allergic to chemicals we use so I need to know/change the lesson.

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.	PS1.B: Chemical Reactions <ul style="list-style-type: none">• Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
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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?	<ul style="list-style-type: none">• Have a word wall with all important vocabulary. We will have reviewed the material a couple of days before. Send word list home with students for them to review.• Students will be paired according to development.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Chemical Reaction Reaction Heating Cooling
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Materials

Materials needed by teacher for this lesson.	5, 4-ounce cans of Coke hot 5, 4-ounce cans of Coke cold 10 plastic cups 5 tin plates Crayons Worksheet Gloves Goggles iPad
Materials needed by students for this lesson.	Signed Parent Permission Slip

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.
3-5 minutes	<u>Introduction:</u>	I will ask students if they know what a chemical reaction is. Then after students tell me a little but about what they think it is I'll explain what it is. Then I will introduce the experiment we are going to do and materials and groups they need to get in.
45 minutes	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. Have students get in groups and get one iPad per group. 2. Have students get on the chemical reactions Padlet 3. Students will then review the information and do the worksheet 4. After that we will do the experiment 5. I will have them get their needed supplies for the experiment 6. Then I will have students get on the instructions portion of the Padlet 7. Students will do their experiment as I watch them 8. After they have completed the experiment students will complete the experiment sheet

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 minutes	Closure:	I will then ask students the same question I asked at the beginning and have them tell me what a chemical reaction is and then reflect on what they learned.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Behavior: Have students grouped near me ESL: Have a way for them to listen to it Visual: Material will be available on the iPad Hearing: Read the Instructions for them
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students will learn through the three main ways. Appealing to all students senses and desires.
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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>;
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