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Lesson Plan Template

Lesson Segment Focus: States of Matter_____ Lesson ___1___ of ___1___

Course & topic addressed: Science/States of Matter_____ Date ___11/15/18_____ Grade ___2nd_____

Student Outcomes

Specific learning objectives for this lesson.	Students will understand and be able to describe the different states of matter.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to know that there are three types of matter and that they all have a different role on life.
Knowledge of students background (personal, cultural, or community assets)	Some students might already have this knowledge and be ready to dive into the lesson or this might be over the heads of some students, so I might need to have a challenge for them.

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.A: Structure and Properties of Matter <ul style="list-style-type: none">• Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)• Different properties are suited to different purposes. (2-PS1-2, 2-PS1-3)• A great variety of objects can be built up from a small set of pieces. (2-PS1-3)
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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?	To have a word wall up of common vocabulary (this might be something we do a couple of days in advance to get students ready for the information). There will be different levels of the assignment.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Solid Liquid Gas Matter State (in terms of science)
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Materials

Materials needed by teacher for this lesson.	Smartboard Types of liquids Types of solids iMovie Match cards over gas Video already made Groupings Worksheets printed and ready to go Solid, Liquid, Gas Video: https://www.youtube.com/watch?v=C33WdI64FiY
Materials needed by students for this lesson.	Pencil

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 begin the lesson by asking students if they remember how many states of matter there are (At this point we will have gone over the definition of the states of matter). Then I will ask if anyone knows any examples of what each of them are. I will then explain our lesson for today.
45 minutes	<u>Instruction:</u>	<ol style="list-style-type: none"> 1. I will begin the lesson by playing the video I have created for students. This video will go over solid, liquids, gases, how they are used in everyday life, and why they are important. 2. After this student's will get into groups and go to the three matter stations. 3. Station 1: Solid- Here students will see a picture of what they actual molecule of a solid is. There will also be physical items that are

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>representation of solids. They will then have a worksheet to do as they start the center.</p> <ol style="list-style-type: none"> 4. Station 2: Liquid-This is where I will be stationed. Here students will have a taste test. Once again there will be a molecule representation and literal examples. Only this time students will get to try the examples. There will be water, milk, tea, and juice. This will just show them different types of liquids. 5. Station 3: Gas- Here students will do a mix and match. Once again there will be a molecule view of the matter, but no literal examples. Here students will have different gases and have to match them. On each card will be a little information about that type of gas. After all cards have been match students will read aloud cards to their fellow classmates. 6. Everyone will come back together and we will then talk a little bit about what we have learned. Before we end though I will play a vide called Matter Chatter: https://www.youtube.com/watch?v=C33Wdl64FiY 7. This is just a fun way for students to listen and learn a little bit more. <p>Each center will last for about 15 minutes</p>
10 minutes	Closure:	I will now ask students the same questions as I did at t he beginning to check their understanding and see what they have learned.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<ul style="list-style-type: none"> • If students are allergic to any of the liquids, I will have another option. • Have worksheets with larger print and sit them closer to the front for those with visual impairments • Students with hearing impairments might receive headphones or sit at the front just depending • Students with ADHD will be allowed to move as needed • Students with behavioral issues will be closely monitored
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	During this lesson students will have all the main types of learning covered. Students that learn kinesthetically, visually, and auditory will all have the chance to learn that way.
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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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>