

Name Georgia Brewer

Lesson Plan Template

Lesson Segment Focus States of Matter

Lesson 3 of 5

Course & topic addressed Classification of states of matter

Date 9/9/19 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will demonstrate social control and collaborative ability by working in groups. Students will be able to identify and classify anything by its state of matter
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Builds on previous lesson on states of matter by putting it into practice.
Knowledge of students background (personal, cultural, or community assets)	Ability to read and write

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.	2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
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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?	Words to clarify and define: Research , observable properties , example. Provide clear definitions of academic words
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">• characteristics• solids• liquids• gas
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Materials

Materials needed by teacher for this lesson.	Handout , apple, vegetable oil, empty oxygen tank, orange juice, chair, classroom ipads
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.
5 min.	<u>Introduction:</u>	Greet students and briefly review our class definition of solids, liquids , and gases.
35 min	<u>Instruction:</u>	Place students in groups based on class size and in alphabetized order. Define characteristics and properties as a class and provide examples. Examples Shoes : color , type(heel, tennis shoe, flats), style (high top, low top) Hair : color, length , style Place a different item on different station either a solid, liquid or gas. Have each group go around to each station and classify each object as a solid, liquid, or gas and fill out a characteristics chart.
10 min	<u>Closure:</u>	Display the same chart on the board and complete as a class to reinforce what they learned.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation: Have the students only classify each object as a solid, liquid, or gas and fill out the properties handout as a class only.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Using another video as reinforcement to provide another visual aspect.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Class review, and handouts
	<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.