

Name Georgia Brewer

Lesson Plan Template

Lesson Segment Properties of matter

Lesson 2 of 5

Course & topic addressed Observable properties

Date 9/9/19

Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will demonstrate and show understanding that there are different states of matter and be able to classify matter as either a solid liquid or gas. Students will demonstrate media comprehension
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Builds on previous classroom discussion of what the world is made up of and both the concept and states of matter.
Knowledge of students background (personal, cultural, or community assets)	Seeing balloons being filled with helium at Walmart or dollar tree. Popsicles melting as you eat 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 <input type="checkbox"/> 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)
--	---

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?	Review and define words such as properties, structure, and temperature. Assuming that students just automatically know these words would be ill on my part because without knowledge of these words I could lose some students before even diving into the actual lesson. Having instructions, and objectives written on the board and also reading them aloud at the beginning of class. Incorporating both written and spoken language.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">• Matter• Properties• Solids• Liquids• Gas
---	---

Materials

Materials needed by teacher for this lesson.	Bottle of water , book , empty can of helium
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.
10 min.	<u>Introduction:</u>	Greet students as they come in and begin with a brain teaser. Start a open discussion reviewing the concept of matter. Defining matter and asking guided questions to make sure students understand that all things are made up of matter. Brain Teaser: What does your mom's car and the lake have in common. (Hint: The answer MATTERS) Answer: There both made up of matter
30 min.	<u>Instruction:</u>	Pass out handout for states of matter video Show introduction video on the states of matter (8min.) https://youtu.be/Pu0uZUKSC-s Give students 10 minutes to finish filling out handout chart Write solids, liquids, and gases on the board and build definitions as a class.

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 min.	Closure:	Check for understanding and video comprehension by holding up a book, a bottle of water, and an empty container of helium gas and classifying each as a class.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation: Focusing on one state of matter at a time like just solids or just liquids and showing videos and discussing each separately.
--	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Giving students a visual representation using ice ,water , and steam.
--	---

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	Group discussion ,and completion of handout
	<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.	https://citl.indiana.edu/teaching-resources/teaching-strategies/effectively-using-video-teaching/
--	---

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>
---	---------------------------------------

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

<E:\Inspiration Project Georgia Brewer\Scratch\States of matter video notes.docx>