

Lesson Plan Model¹

Lesson Title/#: Science

Grade Level: 2

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	Students will be able to identify the difference between a solid, liquid and gasses will be introduced.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	PS1.A: Structure and Properties of Matter
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary</p>	<p>The students must know that there is a difference between water and an ice cube, other examples like that. The students may notice the difference but might not understand the difference. We will talk and explain how water is a liquid and an ice cube is a solid, but when it reaches a certain temperature it becomes a liquid (and explain with gas too)</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Many students think water goes in the ice tray and water is a liquid so therefore the ice is a liquid. I have to explain that when water cools down to a certain temperature it turns into a solid and if its raised to a certain temperature it turns into a gas.</p> <p>Also when students hear the word gas they think of what is put in cars, which is a liquid. I will have to explain the difference there.</p>

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 10 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I'm going to start the lesson by asking who remembers what matter is, and ask if anyone knows the 3 states of matter.</p>
<p>Instruction 30 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning</p>	<p>After the video we will get in our groups and read about it in the textbook. We will have a group discussion of what they read and what they think of when they hear Solid, Liquid, or Gas. Then we will go to the science table and do an experiment. The experiment will be students working together (myself included) trying to figure out if the objects on the table are a solid, liquid or gas by noting their traits in their science journal.</p>

<p>and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application 15 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting</p>	<p>After the science experiment the students will go to their seats and independently fill in their mind map over the 3 states of matter and the notes they took in their journals. I will come around and check that each category is right.</p>

<p>the intended learning objectives?</p>	<p>The diagram illustrates the three states of matter. At the center is a green box labeled "States of Matter". Three arrows point from this box to three cylindrical containers representing different states: <ul style="list-style-type: none"> Liquid: A container with blue particles. Examples include Water (a glass), Juice (a glass with an orange), Gasoline (a pump), and Milk (a carton). Solid: A container with orange particles. Examples include a Book, a Chair, a Car, and a Hammer. Gas: A container with green particles. Examples include Steam (from a pot), Air (a red balloon), Smoke (a pile of grey particles), and Wind (a map showing weather patterns). </p>
<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>I will end with a video to play: States of Matter Song</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning</p>	<p><i>Whole Class:</i> Whole class is going to be the group discussions and the experiment</p> <p><i>Groups of students with similar needs:</i> Their groups are set together with similar needs children so when they are reading the textbook I will stand by the group and help whichever one is my low group.</p>

<p>based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Individual students:</i> Individual will be with the mindmaps.</p> <p><i>Students with IEP's or 504 plans:</i> The students that have IEP or 504 plans will have their needs met. Any accommodations or modifications will be met.</p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Group opportunities are with the reading, experimentation and discussions. The groups are set with children with similar needs so they are all able to be on the same level of understanding.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The experiment could go wrong and if it did, we could just have a group discussion of what was supposed to happen or what they thought would happen.</p>
<p>Theoretical Principles and/or Research-</p>	<p>This gets them ready for 3rd grade science class and understanding the states of matter.</p>

<p>Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The teacher needs: the lab printouts, lab equipment and objects, mind map template, computer/tablets and projector</p> <p>The students need: textbooks, pencils, glue, and lab books</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	<p>I want the students to explain water by using the word liquid, not runny, gooey or wet-same with solid and gasses.</p>
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	<p>Solid, Liquid, Gas, States of Matter</p>
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	<p>They will need to know what these words mean in order to truly learn the content.</p>
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	<p>--</p>

<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	<p>After the lesson if I heard students still using those words they get rewarded.</p>
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Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments What instructional changes do you need to make as you</p>	

prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your instruction ?	<i>Whole class:</i> <i>Groups of students:</i> <i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.