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Lesson Plan Template

Lesson Segment Focus Conservation of Matter Lesson 1 of 1

Course & topic addressed Science – Structure and Properties of Matter Date 4/6/19 Grade 5

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to describe that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have been learning about the structure and properties of matter. This lesson expands on this by furthering their knowledge about the properties of matter when a chemical or physical change occurs.
Knowledge of students background (personal, cultural, or community assets)	

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.	5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
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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?	Definitions and pictures of chemical and physical changes will be displayed around the room. Definitions of mass and weights will also be displayed.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Mass, Weight, Matter, Physical Change, Chemical Change, Law of Conservation of Mass
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Materials

Materials needed by teacher for this lesson.	Conservation of Matter eBook PowerPoint Conservation of Matter Worksheet Exit-slips
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 Minutes	<u>Introduction:</u> Review/Intro	I will begin the lesson by asking the students to remind me what we have learned about the properties of matter. We will discuss concepts like, “matter is made of mass.” After this review, we will move into class instruction. I will tell the class that we are learning about what happens to matter when a change occurs.
25 Minutes	<u>Instruction:</u> Law of Conservation of Mass EBook Worksheet	I will begin by writing the Law of Conservation of Mass. I will tell the class that this means that matter can never be created or destroyed. Then, I will pull up the eBook PowerPoint so that we can go over examples of this law during instruction. After we have looked through the eBook, the students will complete the Conservation of Matter worksheet. I will walk around the class to make sure the students are understanding the material and so that students can ask me questions if necessary.

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.
15 Minutes	Closure: Check Worksheet Exit-Slip	Each student will switch worksheets with a partner. As a class, we will check the answers on the worksheets. These will not be for a grade, just to check for understanding. After we check the answers, we will discuss the answers and discuss questions that the students have. Then, I will pass out the exit-slips.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. The students will be able to work with their peers if they choose to. Even if they choose not to, they can still ask their peers questions and ask me questions. I will also make the eBook and any other supporting materials available.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I provide accommodations for many students by providing a word wall, and by using the eBook for instruction. The eBook has pictures, examples, and brief descriptions of what is happening to the matter in the scenarios.
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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	Worksheet- the students' results on this worksheet will show how much they understood from the initial instruction.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit-slip- The exit-slip will ask students to write a scenario in which the Law of Conservation of Mass is shown. This will assess if the students are able to apply their knowledge this law in real life.
	<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>