Name____Kylie Brickey___

Lesson Plan Template

Lesson Segment Focus____Identifying Materials Based on Properties_____ Lesson _____1____of_____1____

Course & topic addressed ___Science-Structure and Properties of Matter___ Date___April 12, 2019___ Grade___5__

Student Outcomes

Specific learning objectives for this lesson.	Students will analyze materials and identify them based on their properties.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have learned in previous lessons about the structure of matter.
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-PS1-3 Make observations and measurements to identify materials based on their properties.

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?	Each students will be given a handout with definitions, pictures, and explanations of the properties of matter that we are discussing.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Color, Hardness, Reflectivity, Electrical Conductivity, Thermal Conductivity, Response to Magnetic Forces, Solubility**

Materials

Materials needed by teacher for **this lesson**.	Video Handout (with definitions, pictures, and explanations) Teacher Created Worksheet
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 minutes	**Introduction**:	I will begin the class by informing the students that we will be learning about how to identify materials based on their properties. I will ask the students what they think this means.
40 minutes	**Instruction:** Video Student Inquiry	I will then play the video I created about identifying materials based on their properties. After the video is over, the students will use the teacher created handout. They will pair up, and find one object in the room that matches each of the properties we discussed in the video, and that is listed on the sheet. They will also write a sentence explaining why that object fits with that property. After 30 minutes, the pairs will share with the class what items they found, and their descriptions that they wrote.
5 minutes	**Closure:** Exit-slip	The students will fill out the exit-slip.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	. Students will be paired based on their level of academic achievement.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	**Students are being provided with a video with examples, a handout with terms, pictures, and definitions, and they are allowed to work with their peers in an inquiry setting to find items that match the properties.**

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).	X Formative /☐ Summative	Teacher Created Worksheet- Students will match items in the classroom to the properties we discussed. This will be turned in so that I can see if they had a clear understanding of the properties.
	X Formative /☐ Summative	Exit-Slip- They will answer the question, "Why is classifying items based on their properties important?"
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

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