

Lesson Plan Template

Lesson Segment Focus: The States of Matter

Lesson: 1 of 5

Course & topic addressed: Science/The

Date: January 2nd

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	1) Students will be introduced to the States of Matter. 2) Students should learn the three states of matter, examples of each, and how they can change.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have no prior knowledge to previous lessons.
Knowledge of students background (personal, cultural, or community assets)	Students are surrounded by solids, liquids, and gasses, but today we will learn how to determine the differences between 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 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) Different properties are suited to different purposes. (2-PS1-2, 2-PS1-3) A great variety of objects can be built up from a small set of pieces. (2-PS1-3)
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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?	To make sure students understand key academic language to express and develop their content I will provide various different instructions.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	-Solid -Liquid -Gas
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Materials

Materials needed by teacher for this lesson.	-Access to video - Scavenger Hunt sheet - Balloon
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.
	<u>Introduction:</u>	- Today students will be introduced to solids, liquids, and gases. -I will introduce the students to this topic by showing them a video that I have made about the three states of matter.

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.
	<u>Instruction:</u>	<ul style="list-style-type: none"> - After students watch the video we will discuss what a solid, liquid, and a gas is further. - Then students will go on a scavenger hunt around the classroom. Students will have to draw pictures of solids, liquids and gasses around the room.
	<u>Closure:</u>	<ul style="list-style-type: none"> - At the end of class students will get into groups and share what they found around the classroom on their scavenger hunt.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>I can modify this lesson by letting students pair up to do their scavenger hunt.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	While students are working I will walk around the room and offer one-on-one assistance is needed.
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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 type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<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.

*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>