

Lesson Plan Template

Lesson Segment Focus: The State of Matter

Lesson 2 of 5

Course & topic addressed: Science / The Three States of Matter

Date: September 7, 2019

Grade: 2nd

Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Today students will learn more about the States of Matter. Today we will learn a song about the states of matter. Then we will do a fun art activity, using fruit loops to demonstrate the amount of particles in a solid, liquid, and gas. Finally we will do an assessment to see what all we learned today.</p>
<p>Describe the connection to previous lessons. (Prior knowledge of students this builds upon)</p>	<p>Yesterday the students watched a video that introduced them to the topic of the States of Matter. Then I showed the students a powerpoint about the States of Matter. While reviewing the powerpoint students had to fill out interactive notes that went along with the powerpoint. At the end of the powerpoint I handed out a study guide to all of the students and told them that we would have a test on Friday about the States of Matter.</p>
<p>Knowledge of students background (personal, cultural, or community assets)</p>	<p>This is lesson 2 out of 5, so students should have background knowledge of the states of matter from Mondays lesson.</p>

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.</p>	<p>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)</p> <p>Different properties are suited for different purposes. (2-PS1-2, 2-PS1-3)</p> <p>A great variety of objects can be built up from a small set of pieces. (2-PS1-3)</p>
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Academic Language Support

<p>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?</p>	<p>To make sure students understand key academic language to express and develop their content I will provide various different instructions.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<ul style="list-style-type: none"> - Solid: A form of matter that has its own size and shape. - Liquid: A liquid is a form of matter that takes the shape of its container. - Gas: A gas is a form of matter that has no shape and is hard to see.
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Materials

<p>Materials needed by teacher for this lesson.</p>	<ul style="list-style-type: none"> - Inspiration 9 - Arkansas State Standards- Science K—4 - States of Matter lyrics - Fruit loops - Glue - Fruit loop activity sheet - Solid, liquid, and gas assessment sheet made on inspiration for all students.
<p>Materials needed by students for this lesson.</p>	<p>-pencil *All other materials will be provided by the teacher.</p>

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.
3 minutes	<u>Introduction:</u>	<p>-At the beginning of class the teacher will play a song on YouTube about the States of Matter to grab the students attention.</p> <p>-Song link: https://youtu.be/fhhFwdJqvfw</p> <p>-After the song the teacher will state that “Today we are going to learn more about the Three States of Matter.</p>
45 minutes	<u>Instruction:</u>	<p>- After watching the States of Matter Song the students will actually learn the lyrics. Every student will receive a lyric sheet. Then as a class we will break the song into segments to learn it as a class. The teacher will play a little bit of the song then pause to learn it through out the song. When the students have learned the song piece by piece we will put it all together at the end and sing it.</p> <p>- The next thing the students will be doing is an art activity using fruit loops to demonstrate the amount of particles in a solid, liquid, and a gas. Do the activity sheet on the board with the students. Discuss with the students how in a solid particles are very close together. In a liquid particles are more spread out and in a gas they are very spread out. After discussing this pass out a hand full of fruit loops to each student and glue to each student. First, do the solid together, so all of the fruit loops should be touching. Then, do the liquid and all of the fruit loops should not be touching, but there should still be a lot of fruit loops filling the liquid. Next put fruit loops within the gas, the fruit loops should be spread farther apart and you should use less fruit loops then you used in the liquid. After the students are done have them put their sheet somewhere to dry.</p> <p>-The last thing the students will do today is an assessment worksheet to see what they have learned from yesterday and today. The worksheet will have a web on it that the teacher made in inspiration. On the top of the worksheet there will be three circles labeled solid, liquid, and gas. In the second column of circles the student will put the definition of a solid, liquid, and gas. Under the definitions there will be two circles for the student to give two examples of a solid, liquid, and gas</p> <p>* I have provided the lyrics, an example of the solid liquid and gas art activity, and the assessment at the bottom of the lesson plan.</p>
2 minutes	<u>Closure:</u>	<p>“Everyone did a wonderful job today. If you learned something new today please raise your hand.” Call on students and ask them what was something new they learned. Then remind them to be studying at home for their exam on Friday.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	-I can modify these activities by pairing the students together to help each other. -For students who are having a difficult time I could pull them to the back of the room and work with the separately.
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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 could show them an example of a finished assignment on the board before letting them do the activity on their own. -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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	This is a formative assessment.
	<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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States of Matter Song

-Directions: Play <https://youtu.be/fhhFwdJqvfw> and have the students follow along while learning the lyrics.

Solid, Liquid, and Gas.

The three states of matter, they all have mass.

Solid, liquid, and gas.

They all have mass.

A solid is firm, a solid is hard.

Just like the rocks in your backyard!

A liquid is wobbly and liquid is loose.

Just like water or milk or juice!

A gas is the trickiest one to me.

Because a gas is something that you cannot see.

The helium gas in your balloon makes it float all around the room.

Solid, Liquid, and Gas.

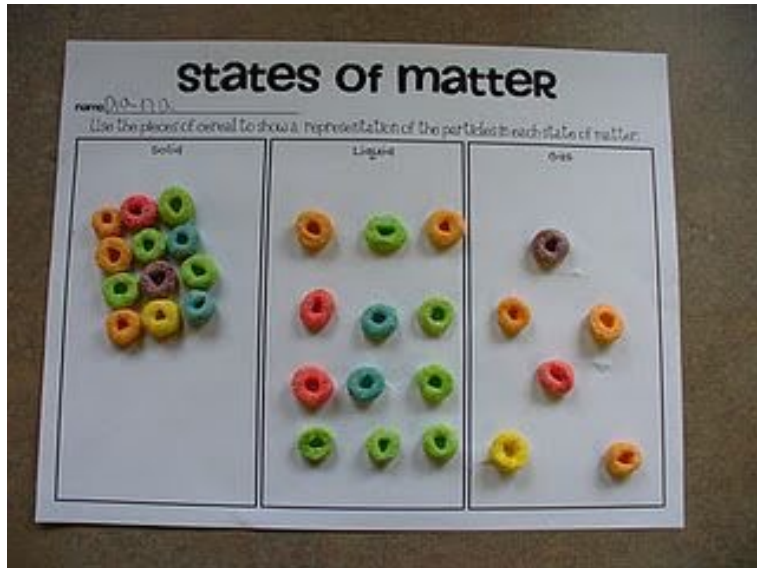
The three states of matter, they all have mass.

Solid, liquid, and gas.

They all have mass.

(REPEAT)

States of matter Fruit Loop art (key)



The Three States of Matter Assessment (key)

