



Name Katy King

Lesson Plan Template

Lesson Segment Focus Energy

Lesson _____ of _____

Course & topic addressed States of Matter

Date 1/28/19 Grade 6

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the three states of matter and examples of each of them in their everyday life.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This will be a connection to what they have learned about mass and energy.
Knowledge of students background (personal, cultural, or community assets)	Students can just think about things they use in their day to day lives and they will be able to list tons and tons of examples.

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.	6-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
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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?	I will be providing them with the exact definitions and examples so they are able to just read it from the board/project and copy it onto their papers.
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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.	Technology to present web, sheets to create flipbooks
Materials needed by students for this lesson.	Writing utensil, glue, scissors

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.
5-10 min.	Introduction: Video	For this lesson, I am going to show my students the web that I have created with the three states of matter, their definitions, and examples of each of them. I am going to read through the entire web with them just so I know that they have read over it before flying through the activity.
15-20 min.	Instruction: Flipbook Activity	For this section, I will give students three sheets of paper. There will be one of the three types of mater on each sheet so they have all three. I will keep my web on the projector so that they can use it as a resource if they need to transfer my information onto their flipbooks. They will create flipbooks by filling out the missing words of definition, filling in examples, and then drawing pictures to represent each one. Students will cut out each section and glue/staple each sheet together to make it into a book. Rather than giving them the paper with the words already filled in, I am going to let them fill in the blanks so that they will not only have heard it through my reading, but also they will have to read it and then write it down. They will be able to draw their own pictures of each so that is something they can come up with themselves and come up with creative ideas to remember each one.

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.
5-10 min.	Closure: Video and Recap	To close the lesson, I will show a video about the three states of matter that has several real life examples. We will then recap what we have learned by saying definitions and more examples that they come up with on their own.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For this lesson, to modify it for students with disabilities, I would already have the pages filled in so that it wouldn't be too big of a problem for them to fill out or figure out the right answers.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Since I am allowing them to write it straight from the board, this makes the lesson a little easy for them, but they also have to participate at the end with saying the definitions and examples so there are several different ways they are going to be learning the information and there will be the video on top of all that.
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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>;
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