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Lesson Plan

Learning Segment Focus Life Science Lesson 1 of 5

Course & topic addressed Science – Three Phases of Water Date 12/1/2020

Grade 2nd grade

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the three phases of water—solid, liquid, and gas, and they will be able to identify all three phases.
Justify how learning tasks are appropriate using examples of students’ prior academic learning .	Students will be familiar with water and ice. They will have previously discussed where they see water on the earth.
Justify how learning tasks are appropriate using examples of students’ personal, cultural, linguistic, or community assets .	All students will be aware of and have access to water, ice, and water vapor. The topic is applicable to all students’ lives no matter their language, community, or culture.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be liquid or solid.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Solid, liquid, gas
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?	Students will learn and identify the three phases of water by completing the assignment in which they actively identify real life examples of the three phases of water. The water phase charts and the “Changing Water -States of Matter” video will serve as academic language supports to help student understand key academic language. These support all three academic language demands.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Water phase charts (3 charts; 1 for each phase) SmartBoard or projector Computer
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	<p>“Changing Water – States of Matter” video https://www.youtube.com/watch?v=tuE1LePDZ4Y “What Phase?” Clips video</p>
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Journals

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> • Video 	I will play the “Changing Water – States of Matter” video on the SmartBoard for students to watch. This will give students a quick introduction to the concept and the different phases of water.
30 minutes	<p>Instruction:</p> <ul style="list-style-type: none"> • Review charts • Journaling • Class discussion • Clips video activity 	I will then review the water phase charts, and teach students the properties and characteristics of the three phases. Students will be encouraged to take notes and write down the characteristics of each phase in their journals. I will start a class discussion by asking students if they can think of any specific examples of the three phases. Students may raise their hands and offer examples. After a few examples have been discussed by the class, I will tell students that we are going to do an activity. They will keep their journals out and turn to a blank page. I will explain the activity and start the Clips video. In the video, students will see different real-world examples of each phase of water. Students are to number their paper and write down what phase of water they think that each image is an example of. They will write down solid, liquid or gas for each example, reviewing the notes they took to help them make their choices.
10 minutes	<p>Closure:</p> <ul style="list-style-type: none"> • Review and discussion 	After the activity is over, we will discuss the correct answers and go over in detail what made each example the phase that it was. Students will turn in their paper from the activity.

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i>	To modify instruction, I would make the ice, liquid water, and steam available in the classroom for students to experience before they did the activity. This would be helpful for remediation and intervention, as well as some IEP situations.
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<p>IEP/504? LEP/ESL? (All students who have plans mandated by federal and state law.)</p>	<p>Having a tangible experience with the phases of water would be helpful for students. For ESL/LEP, I would provide first language subtitles, as opposed to the English subtitles.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I would go through the activity, clip by clip, and discuss the content with students. This would remove the time constraint and would could incorporate scaffolding. I could help students less and less after each correctly identified clip.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>“What Phase?” activity answers</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>Game-like activities help with student engagement in lessons. The timed aspect of the activity and the sensory aspect (visual, auditory) also enhances student understanding of the overarching concept of the phases of water, where they can be found, and what they are like.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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