**Name:**  **Lindsay Lewis­­­**

**Lesson Plan**

**Learning Segment Focus:** Structure and Properties of Matter **Lesson \_\_\_\_\_1\_\_\_\_\_\_\_of\_\_\_\_\_6\_\_\_\_\_\_**

**Course & topic addressed:** Science – Describing Matter **Date:** ­2-4-2020  **Grade:** 1st Grade

**Student Outcomes**

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| --- | --- |
| Specific learning **objectives** for this lesson. | * Differentiate between the three different matters – solid, liquid, and gas
* Describe properties of matter based off observation
 |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | * Familiar with everyday objects that can be used as an example for different matters
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| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | * These tasks are appropriate for all students because it will be learned using the example of crackers which can be changed if there is any kind of allergy
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**State Academic Content Standards**

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| --- | --- |
| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).  | **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-PS1-1Patterns in the natural and human designed world can be observed****RI.2.8 Describe how an author uses reasons to support particular points in a text.****W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations)** |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the content? | * Matter
* Properties
* Solid
* Liquid
* Gas
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**Academic Language Support**

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| 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)?** | * Vocabulary words will be listed on the board and described to students during the lesson while going over the PowerPoint and while watching educational videos
* Students will also have a worksheet to write in the vocabulary words and how they are used in sentences
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Materials

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| --- | --- |
| Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Computer, Projector/Smart Board, PowerPoint, Vocabulary Worksheet, Lab chart worksheet, five different types of crackers of varying shape and sizes for each student & paper towel for each student |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Vocab worksheet, Lab worksheet, five crackers of varying shapes, paper towel, pencil, crayons |

**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 min | **Introduction**: * Discuss that we will be going over what matter is and the different properties – solid, liquid, and gas
 | * Introduce topic to students
* Explain to students what all we will go over and the order that it will be
* Students will be sitting at their desks and I will be in front of the classroom explaining this to the students
 |
| 30 min | Instruction:* Discuss vocabulary words that are listed on dry erase board
* Show students PowerPoint to ask them to describe the matter of the materials shown
* Split students into groups of 2-3 to discuss the material together
* Pass out materials to students for the cracker lab
* Have students work alone to describe the individual crackers properties and fill information out on sheet
* Have student’s complete vocabulary worksheet to review
 | * Start by introducing vocabulary words to students that are listed on the dry wall and write out the definitions next to it.
* Show students PowerPoint video that shows different objects consisting of variable states of matter. We will stop and start however to review each object and why it may in that state.
* After finishing the PowerPoint split students into groups of 2-3 for about five minutes to discuss what they just learned from the PowerPoint and see if they pick up on something new from the other students.
* Pass out five different crackers and one paper towel to each student, along with their lab worksheet to fill out the different properties of each cracker. They will need to draw what their cracker looks like and then determine the properties for texture, color, size, and shape.
* After completing the project, I will pick up each of their lab worksheets will passing out the vocabulary sheet for them to work on. They will need to fill in the blanks in the sentences writing what matter is the correct one, then they will have varying vocabulary match ups.
 |
| 10 min | **Closure:*** Wrap up reviewing what all was taught and learned
* Let students eat their crackers!

  | * After students finish filling out their vocabulary sheets, we will then review the vocabulary words and what we learned for the day – what matter is and the different states that it comes in – solid, liquid and gas
* They may eat their crackers during the review or after we’re finished
* Collect all vocabulary worksheets
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**Accommodations/Modifications**

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| --- | --- |
| How might I **modify** instruction for:*Remediation?**Intervention?**IEP/504?**LEP/ESL?*(All students who have plans mandated by federal and state law.) | * Instruction can be modified by providing a smaller number of crackers to compare properties between
* Have a list of vocabulary words with definitions and examples
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**Differentiation**

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| --- | --- |
| 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.) | * Enhanced scaffolding can be used by reviewing the vocabulary words and different properties together for students to work on individually or if more help is requested it can be provided
* Explicit instruction can be provided if students are confused about the project or what they are supposed to be doing
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**Assessments: Formative and/or Summative**

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| --- | --- | --- |
| 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 | * After the lesson the vocabulary worksheets will be taken up to assess each students vocabulary needs
* At the end of the lessons there will be a unit assessment as well
 |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

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| --- | --- |
| Explain **connections to theories and/or researc**h (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.** | * Behaviorism
* Constructivism
* Cognitivism
 |

**Lesson Reflection/Evaluation**

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| 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>