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Lesson Plan Template

Lesson Segment Focus State of Matter Lesson 1 of _____

Course & topic addressed Structure and Properties of Matter Date 2/1/19 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will distinguish different kinds of matter and the suited properties. They will also learn how properties can be affected by chemical reactions.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The previous grade of kindergarten is establishing the natural resources, as well as matter and energy flow of organisms. The new content is distinguishing what category of matter the matter belongs to. Grade one is introducing scientific method of ask questions and determine simple explanations, which will be needed to understand properties.
Knowledge of students background (personal, cultural, or community assets)	

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.	2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
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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>Vocabulary terms identified and defined. We will do an independent search of definitions, then review as a class.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Solids, liquids, gas, Property, characteristic, melting point, liquid point, freezing point, volume, mass, particles,</p>
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Materials

<p>Materials needed by teacher for this lesson.</p>	<p>Lesson plan, worksheets, learning content, ice, objects, Ziploc bags</p>
<p>Materials needed by students for this lesson.</p>	<p>vanilla, salt Allergies will be expected and therefore student will bring their own foods.</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.
10-15 minutes	<p>Introduction: Which state is it?</p>	<p>I will have at least 10 items at the front of the room and ask the students to write down their idea of what state of matter each object is considered. In the last 5 minutes we will share our answers. Day 1 Solids, Liquids, Gas Day 2 Characteristics of matter Day 3 Physical changes Day 4 Chemical reactions</p>

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.
15 minutes	<p><u>Instruction:</u></p> <p>Establishing key terms</p> <p>Teaching the characteristics through observations</p> <p>Icecream experiment</p>	<p>The students should have a packet of worksheets throughout the week of notes and lessons to look back on. I will have a diagram we will do as a class to describe each state of matter. We will describe the states, properties, and changes. We will use the web to organize the notes throughout the week. We will also have experiments and assessments.</p> <p>The key terms will be presented correctly for the class.</p> <p>For the observations, students will be expected to identify characteristics such as texture, form, color, and size.</p> <p>The icecream experiment will be a Ziploc bag filled with vanilla and milk, placed inside a bag of ice and salt, then shook. After the shaking takes place the inside bag will be removed and should be hardened into icecream form.</p>

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.
		<p>The diagram is a concept map centered on "States of Matter". It branches into three main categories: Solid, Liquid, and Gas. Each category has a descriptive text box and a specific example. Solid is described as having particles that fit very closely together and attract their neighbors, with "Ice" as an example. Liquid is described as being able to flow and take the shape of its container, with "Water" as an example. Gas is described as having molecules that expand to fill the entire container, with "Steam" as an example.</p>
	Closure: 20 minutes	Written test worth 100 points, consisting of questions reflecting the lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	To modify I can have students work in small groups.
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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 will use the textbook and notes for definitions and lessons. The icecream experiment will show physical change of liquid to solid using a kinetic method. The web will play as a visual aid.
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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	Worksheets- formative
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Written test- 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/t/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>