

Mini Lesson Plan

Learning Segment Focus: Mechanical Energy **Lesson** 6 **of** 6

Course & topic addressed: Physical Science/Energy **Date** 12/13/2020 **Grade** 4

Students Outcomes

Specific leaning objectives for this lesson.	Students will be able to identify mechanical energy. Students will be able to explain the difference between potential mechanical energy and kinetic mechanical energy.
Justify how learning tasks are appropriate using and example of students prior academic learning.	This lesson will allow the students to use their past experiences as examples in the classroom. It will allow the assessment of creative thinking as the students will have to come up with ideas and examples.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addresses for students to master the content.	Mechanical energy, energy, work, force, potential energy, kinetic energy,
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Paper, pencil, computer, projector, Rocket book, internet, hammer, nails, board, scissors, pictures (bicycle, gears, child swinging)
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper, pencil, rocket book, internet, computer

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (Bulleted Style)	Describe what the teacher will be doing and/or students. (Make it detailed)
10 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> Students will answer questions such as what do you think mechanical energy is? 	I will ask the students for their thoughts and opinions on what they think mechanical energy is.

	<ul style="list-style-type: none"> • Students will then give their thoughts and opinions on where mechanical energy can be found. • Students will watch a short mechanical energy found on YouTube 	<p>I will then ask the students for their thoughts and opinions on where it can be found.</p> <p>I will place a short video that will be found on YouTube on the projector.</p>
25 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Students will learn what items are considered to have mechanical energy such as a hammer and nail, a bicycle, scissors, etc. • Students will receive a rocket book that they will draw a picture of an object that uses mechanical energy. • They will then log onto their laptops and log into Google Docs. • The students will write a short story about the object that they have drawn. The story will need to have a beginning, middle, and an end. It will also need to include a person or place and a setting. • Once students have their short story, they will log onto Adobe Spark. • They will create a flyer or a document that will encourage and attract people to use their object. 	<p>I will explain to the students what mechanical energy is and the difference in potential energy and kinetic energy. I will show students objects in the classroom that they may pass around and pictures of objects that would be classified to have mechanical energy.</p> <p>I will pass out the students rocket books and instruct them to take out their laptops.</p> <p>I will instruct the students that they are to choose an object that will show an example of mechanical energy. I will instruct that they are to draw a picture of their chosen objects.</p> <p>I will then instruct that they are to log onto Google Docs and write a short story about their object and once they are done, they are to log onto Adobe Spark and make a flyer or document that would attract people to use their object.</p>
5 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Students will ask any questions that they may have. 	<p>I will answer any questions that the students may ask.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>For my students that need modification, I will have worksheets with pictures, explanations, and definitions. I will have rocket books for them to draw pictures on or pieces of paper for them to draw on.</p>
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Technology Connections

Technology that will be used during the lesson plan. (Bullet Style)	Rocket book, Google Docs, Adobe spark
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