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Lesson Plan Template

Lesson Segment Focus States of Matter

Lesson _____ of _____

Course & topic addressed Solid, Liquid and Gas

Date November 20 Grade Second

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to determine the difference between a solid, liquid, and a gas. They will also be able to give examples of changes in the states from heating and cooling.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will not have any prior knowledge of this content. This will be new and introduced for the first time.
Knowledge of students background (personal, cultural, or community assets)	They will know what water, rain, snow, ice, and solid objects are.

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.	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none">• 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-PS1-1)• Different properties are suited to different purposes. (2-PS1-2, 2-PS1-3)• A great variety of objects can be built up from a small set of pieces. <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none">• Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not
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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?	There will be games from PBS kids and a video from Bill Nye to ensure the students have a good understanding of the language for this lesson. Each worksheet also allows them to brainstorm on their own and use their background knowledge.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">• Solid• Liquid• Gas• States of Matter
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none">• Timer• Water• Microwave• Ice Cubes• Paper
Materials needed by students for this lesson.	<ul style="list-style-type: none">• Worksheets• Paper• Colored pencils

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 minutes	<u>Introduction:</u> Class discussion	As a class, we will discuss what the states of matter are. I will tell them what we will be learning that day. For a pre-assessment, I will ask them what they know about states of matter. Their ideas will be written on the board up front.
20 minutes	<u>Instruction:</u> Activity	I will introduce what a solid is first. The definition will be given so then the students can popcorn out loud ideas of what a solid is. Their ideas will be written on the board under the header for solid. Then we will move to a liquid with the same routine and then a gas. Then the students will be asked if a solid has the ability to turn into a liquid. Then the example of an ice cube to water will be introduced. I will put an ice cube in warm water for five minutes. The students will observe how the ice is starting to melt.

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.
		Finally, they will be asked if a liquid can turn into a gas. I will put a glass of water in a microwave for three minutes. Once it is done, the cup will be taken out to show the students that the bubbles on top are considered the gas state.
10 minutes	Closure: Drawing	The students will draw on a piece of paper each state of matter, whatever they choose for each. They will be asked to shar once done. Then I will include that a gas is also a form of burping or breathing.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	The students can complete the worksheets with a partner or alone. Once done, we will also go over the worksheets as a class.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The students will be asked what might happen to our bodies if we did not have water. They will brainstorm two facts. Same for if the Earth were not a solid. Each worksheet is extra guided practice.
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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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