USF Elementary Education Lesson Plan Template (S 2014) **Name:** Rachel Cohalla

Grade Level Being Taught: 2nd **Subject/Content:** Science Liquids **Group Size:** 17 **Date of Lesson:** Wednesday 10/29/14

Lesson Content	
What Standards (national or state) relate to this lesson? (You should include ALL applicable standards. Rarely do teachers use just one: they'd never get through them all.)	SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas. SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
Essential Understanding (What is the big idea or essential question that you want students to come away with? In other words, what, aside from the standard and our objective, will students understand when they finish this lesson?)	EQ: Does a liquid have a shape? -Liquids do not have a definite shape and it changes depending on the container it is in.
Objectives- <u>What</u> are you teaching? (Student-centered: What will students know and be able to do after this lesson? Include the ABCD's of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)." Note: Degree of mastery does **not** need to be a percentage.)	Students will use their observational skills to see the different ways liquids change shape. Students will be able to identify the three states of matter, solid, liquid, and gas. Students will be able to infer that a liquid's shape changes depending on the container it is in and no definite shape when it is poured out.

USF Elementary Education Lesson Plan Template (S 2014) **Name:** _____

Grade Level Being Taught: **Subject/Content:** **Group Size:** **Date of Lesson:**

Rationale Address the following questions: ☐ Why are you teaching this objective? ☐ Where does this lesson fit within a larger plan? ☐ Why are you teaching it this way? ☐ Why is it important for students to learn this concept?	I am teaching this to help students understand the properties of a liquid. This lesson is a connection to a main unit of solids, liquids, and gases. I am teaching just liquids because we started the unit with investigating all 3 states of matter and now we are focusing on one property at a time. It is important for students to know this for future classes and understanding of the world around them.
Evaluation Plan- <u>How will you know</u> students have mastered your objectives? Address the following: ☐ What formative evidence will you use to document student learning during this lesson? ☐ What summative evidence will you collect, either during this lesson or in upcoming lessons?	Formative: Science Journal Entry Answer the following question and draw an illustration --Does a liquid have a shape? Summative: Unit test in later weeks
What Content Knowledge is necessary for a teacher to teach this material?	Solid: Solids have a defined shape they maintain (but it can be changed) Liquid:, liquids take the shape of their container Gas: gases disperse to any space available. Matter: anything that takes up space Shape: form or outline of an object

USF Elementary Education Lesson Plan Template (S 2014) **Name:** _____

Grade Level Being Taught: **Subject/Content:** **Group Size:** **Date of Lesson:**

What background knowledge is necessary for a student to successfully meet these objectives? ☐ How will you ensure students' have this previous knowledge? ☐ Who are your learners? ☐ What do you know about them? ☐ What do you know about their readiness for this content?	Connect to first days lesson three column chart "what is a solid, liquid, gas"
What misconceptions might students have about this content?	That things such as flour, sugar, etc. could be a liquid because it flows and changes shape. Just things you drink are liquid Thick liquids (such as lava) are solids.
Lesson Implementation	
Teaching Methods (What teaching method(s) will you use during this lesson? Examples include guided release, 5 Es, direct instruction, lecture, demonstration, partner word, etc.)	Partial 5 Es Demonstration Group work

USF Elementary Education Lesson Plan Template (S 2014) **Name:** _____

Grade Level Being Taught: **Subject/Content:** **Group Size:** **Date of Lesson:**

Step-by-Step Plan (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.) Where applicable, be sure to address the following: ☐ What Higher Order Thinking (H.O.T.) questions will you ask? ☐ How will materials be distributed? ☐ Who will work together in groups and how will you determine the grouping? ☐ How will students transition between activities? ☐ What will you as the teacher do? ☐ What will the students do? ☐ What student data will be collected during each phase? ☐ What are other adults in the room doing? How are they supporting students' learning? ☐ What model of co-teaching are you using?	Time 6 min 4 min 10 min 10 min 5 min	Who is responsible (Teacher or Students)? Teacher Student Student Student	Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation). -Pass out science journals and review the essential question Review the 3 column chart created previously about states of matter See what students listed under the liquid column (is there anything about shape?) -Engage: Think-pair-share: Have students brainstorm ideas of the shape of a liquid think of examples of liquids and their shapes "EQ Do liquids have a shape?" -Explore: "Lets find out!" Students will be already grouped (by tables). Each group will receive 3 cups. 1 cup contains syrup 1 cup contains water 1 cup contains shampoo Students will have to use their observational skills to predict what is in each cup. They will discuss with their table whether they think that substance is a solid, liquid or gas. -Students will discuss the shape of the liquid. What shape do they predict the liquid will take when poured into a different shaped container?.... Students pour each liquid into a new container. Discuss how the liquid took the shape of the new container. Students will then pour out the liquid onto a plate. (1 plate per table. each table pours just one liquid. Display on the elmo) Click yellow square
What will you do if...	**...a student struggles with the content?** Students will be paired with other students for support. Students will discuss and explain each step.		
What will you do if...	**...a student masters the content quickly?** Student will help others		

USF Elementary Education Lesson Plan Template (S 2014) **Name:** _____

Grade Level Being Taught: **Subject/Content:** **Group Size:** **Date of Lesson:**

Meeting your students' needs as people and as learners	**If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?** These are items found in most every child's home (water, syrup, shampoo)
	If applicable, how does this lesson connect to/reflect the local community? N/A
	How will you differentiate instruction for students who need additional challenge during this lesson (enrichment)? I also brought sugar if we have time and need for deeper understanding I will show that granulated sugar can change shape but is a solid. I will demonstrate and have students identify difference in pouring sugar vs liquid.
	How will you differentiate instruction for students who need additional language support? I have a monolingual in my class, I created a sheet with the three states of matter translated with pictures. He is also seated next to a Spanish speaker who can help explain the activity.
Accommodations (If needed) (What students need specific accommodation? List individual students (initials), and then explain the accommodation(s) you will implement for these unique learners.)	M.L - paired with higher level student A.- paired with higher level student J.S- Translated vocabulary
Materials (What materials will you use? Why did you choose these materials? Include any resources you used. This can also include people!)	Cups (hold liquid) water (thin liquid) Science notebooks *Sugar (enrichment) shampoo (thick liquid) food dye (color the water) ELMO/overhead paper towels (clean up) syrup (thick) plate (to pour onto) Writing utensils 3 column chart