

Your committee members will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

Component I: Classroom Teaching

Task A-2: Lesson Plan

Intern Name: David Heun

Date: 11/16-24 2015

Cycle:

of Students: 6

Age/Grade Level: 6-10th grade

Content Area: Science

Unit Title: Matter

Lesson Title: Structures and Properties of Matter

Lesson Alignment to Unit

Respond to the following items:

- a) Identify essential questions and/or unit objective(s) addressed by this lesson.
I can: describe structures and properties of matter.

Essential Questions:

- I can explain how natural resources are used to make synthetic materials.
b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.]

MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawing and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]

- c) Describe students' prior knowledge or focus of the previous learning.

<p>Students have background from previous science classes. Bell-Ringer and classroom discussion</p> <p>Last week, students were learning about living things. Topics included organisms, cells, development of the cell, requirements for life. Class also learned about the classification system that is utilized on every living organisms. Students were introduced to binominal nomenclature, phylogeny, and Kingdom. Students learned about viruses and the difference between a cell and a virus.</p> <p>d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment. Summative assessment is to be determined by principal's approval. Each learning target in unit will have three questions on the summative assessment.</p> <p>e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit. Students are placed in an alternative school due to their poor performances at their home school. Most students are EBD. Students are in small groups during classroom instruction/discussion and then they will complete independent assignments based on textbook information.</p> <p>f) Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge): Learning targets were determined by classroom discussion and formative assessment. Students will be following the same common core content to complete required learning. Students will be learning about cells and cell processes using 8th grade standards using the Glencoe Level Green Science book. Prior knowledge will be determined by bell-ringers.</p>	<table border="1"> <thead> <tr> <th data-bbox="1039 273 1136 945">Lesson Objectives/ Learning Targets</th> <th data-bbox="1039 945 1136 1344">Assessment</th> <th data-bbox="1039 1344 1136 1837">Instructional Strategy/Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="1136 273 1421 945"> <p>Objective/target: I can: describe structures and properties of matter.</p> </td> <td data-bbox="1136 945 1421 1344"> <p>Assessment description: Bell-Ringers X5 Exit Slip X5 Note taking worksheet for follow along reading Overview of cell processes worksheet Directed reading for Content Mastery Chemistry of Life Vocab Section 2 Science notebooks</p> </td> <td data-bbox="1136 1344 1421 1837"> <p>Strategy/Activity: Bell Ringers "Information from previous lesson" Worksheets that correlate to Section 1 on Cell Processes Begin Science Notebook Activity Adaptations: None at this time.</p> <p>Media/technologies/resources: Smart Board</p> </td> </tr> </tbody> </table>	Lesson Objectives/ Learning Targets	Assessment	Instructional Strategy/Activity	<p>Objective/target: I can: describe structures and properties of matter.</p>	<p>Assessment description: Bell-Ringers X5 Exit Slip X5 Note taking worksheet for follow along reading Overview of cell processes worksheet Directed reading for Content Mastery Chemistry of Life Vocab Section 2 Science notebooks</p>	<p>Strategy/Activity: Bell Ringers "Information from previous lesson" Worksheets that correlate to Section 1 on Cell Processes Begin Science Notebook Activity Adaptations: None at this time.</p> <p>Media/technologies/resources: Smart Board</p>
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<p>Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)</p> <p>7:40-7:46- Bell Ringer Chemistry of Life. 7:47-7:59- Discussion of morning Bell-Ringer 8:00-8:12- Lecture on Chemistry of Life Section</p> <p>Station 1: Mr. Heun lecture/discussion Station 2: Independent/one on one work</p> <p>Monday: Students will begin class with a bell ringer. Students will continue working from Matter packet. The class will compete against one another on Jeopardy as a study method for the Matter exam that we will take next week. Whichever student who scores the highest score through Jeopardy will win some sort of reward. The questions on Jeopardy will be similar to the questions we have on the exam for the unit. This game may take two class periods. Students who complete the exercise and have stayed on task have the opportunity to earn incentive time. Students will have the opportunity to work on edgenuity, career ready 101, or Khan academy.</p> <p>Tuesday: Students will begin class working on a bell ringer. Class will have flash back conversation on Matter and states of matter and previous day's assignments. Students will be given the class period to ask questions and create a one page study guide that they can take home and study for the exam on Tuesday. Students should have an idea of the key concepts I will be looking for based on the bell ringers and conversations we have had about what is going to be on the exam. Students will also have an opportunity to ask questions for clarity about matter, atoms, and states of matter. Students will take home their study guides and study for the exam that will be on Monday Thanksgiving week.</p>		

Wednesday: Students will not have a bell ringer because of the test. Students will be taking a test on the unit Matter, Atoms, elements, and States of Matter.

Thursday: Holiday Break

Friday- Holiday Break

8:13-8:26- Station Switch if applicable

8:27-8:30- Exit Slip

Monday- No School

Tuesday- Read Section 1 and complete note taking follow along worksheet

Wednesday- Overview of Cell Processes

Thursday- Directed reading for Content Mastery

Friday- Directed reading for content mastery/ vocab section 2

Essential vocabulary: atom, electron, neutron, proton, matter, molecule