Kayla Lindquist
Lesson Plan 9/26

Grade: 5th	**Subject: Science (Physical)**
Materials: foldable packets, paper bags, objects, water, glue, scissors,	**Technology Needed: laptop, projector**

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)
5.PS1.3 Structure and Properties of Matter
Measurements of a variety of properties can be used to identify materials.

Objective(s)
By the end of the lesson, the student will demonstrate their understanding of physical properties of matter by observing and classifying special objects according to their properties.

Bloom's Taxonomy Cognitive Level: understanding, applying, creating

Differentiation

Below Proficiency:
Provide extra resources for these students such as more definitions or explanations. Consistently check in with these students.

Above Proficiency:
Challenge these students to think of all the properties a person could use to describe the object/matter and use extra descriptive language.

Approaching/Emerging Proficiency:
Challenge these students to list as many properties as they can when observing and classifying the objects.

Modalities/Learning Preferences:
Auditory: talking through each process and discussing the objects/properties
Visual: showing examples/images on the projector, showing the objects in person
Tactile: passing around the objects to feel and observe

Classroom Management- (grouping(s), movement/transitions, etc.)

- Students will be grouped according to learning level/behaviors
- Students will transition quickly and quietly from one activity to the next
- I will use attention getters when students are getting off task
- Students will get two minutes at each bag station

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

- Students will participate in all activities and complete every writing portion
- When passing around the objects, students are to be respectful of the object
- Students will not ruin or break any objects
- Students will be listening with a voice level of zero and pay close attention to directions (especially for activities)
- Students are to use their scissors and glue sticks the appropriate way

Minutes	Procedures
5 minutes	**Set-up/Prep:** • Print foldable packets • Have supplies ready (objects, bags, glue, scissors) • Label and set out paper bags • Write definitions on the board
5 minutes	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** • What is physical science? (refer to page 2 in textbook) • Today we are going to focus on the properties of matter • What is matter? • Does anyone know the properties of matter? (page 10 of textbook)
10 minutes	**Explain: (concepts, procedures, vocabulary, etc.)** • How can you classify matter by its physical properties? • What does it mean to observe? (write on board) • What does it mean to classify? (write on board) • Have students get supplies – glue stick and scissors- these will be taken away if you are not using them appropriately

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	• Students will complete the foldable physical properties of matter packet (this can be used as a resource in the future) • Students brainstorm different properties that a person could use to classify an object (size, shape, color, hardness, texture) • Show students examples of different objects, pass around the room and have them observe and classify them (ice, rubber ball, water, corn syrup, pencil, etc) as they are working on their packets – students will write down their observations • Discuss students results • We will then discuss the different states of matter (solid, liquid, gas)
30 minutes	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** • Students will complete the paper bag activity - Students will be divided into groups (6 to 8 groups) – there will be 6 to 8 bags located around the classroom with an object in each bag – students will start by feeling the object without looking at it – students will then make an educated guess of what the object might be – then they will take the object out and classify it more clearly - students can use their foldable packet as a resource while completing the activity • Students will write down the physical properties of the object and what the object was • As a whole group we will discuss the groups results and look at the objects together – write down the different characteristics and properties on the white board that students used to describe their object
5 minutes	**Review (wrap up and transition to next activity):** • Students put all materials away and meet at the front of the room • What did we learn about physical science today? • What are the properties of matter? • Is it easier to classify or identify an object if we know more details about it?

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.** • Student descriptions of classifying the objects • Thumbs up/thumbs down • Foldable packet	**Summative Assessment (linked back to objectives)** **End of lesson:** • Paper bag activity – written results **If applicable- overall unit, chapter, concept, etc.:**

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
I learned a lot of both good and bad things from teaching this science lesson. First, I learned that taking time before hand to do a deep detailed plan, would make the lesson go much more smoothly. The first challenge with this lesson was that the students were very chatty and antsy due to it being at the end of the day on a Thursday, so it was hard to keep them focused and on task. Another issue I had with this lesson was that the same students were answering all the questions. At some points, I drew name sticks but sometimes those students wouldn't give me an answer so I stopped pulling sticks and just called on students with their hands raised. One thing that I would do differently next time is print the materials out even more ahead of time so I would have time to put together an example or model for the kids (the foldable properties). Not having an example to show them caused a little chaos and confusion along with much more chattering. Besides that, the foldable paper activity went really well. I wish I would have spent more time explaining the physical properties and different examples. Another thing that I would change is being more organized and prepared for the paper bag activity. I had the bags and objects ready but didn't have them set up around the room before hand so this took me extra time during the lesson. I also should have been more clear with how the students were supposed to rotate from bag to bag because students were everywhere and moving the bags to other places which created chaos and confusion. Another thing to think of for next time would be time management. This lesson took me longer than I thought it would so I had to rush through some things and didn't have a chance to review and tie it all back together. The time was an issue because this was the last lesson of the day so we absolutely needed to be done before the bell rang. Due to the time crunch, I had to skip over some topics that I had in my lesson plan and speed through other parts. Besides these improvements that I would make, students really enjoyed the paper bag activity and everyone except one student participated and did their job. They enjoyed using their sense of touch to guess the object and liked the suspense of reaching into the bag not knowing what was in it. The most important thing is that the students had fun with the activity and left with a smile on their faces. Even though I felt a little overwhelmed, I think the students enjoyed it and did truly learn about physical properties. After looking at their paper bag physical property results, I could tell that the students understood the point of the activity and knew what was expected.