ST. JOSEPH'S COLLEGE
Special Education Lesson Plan Format

Name of Student: Ariana Bakalo

School: Long Island School For The Gifted

Child Study Course #:

Date of Lesson: 4/28/2022

Cooperating Teacher: N/A

Grade and/or Age: Kindergarten

Size of Group: 12

Special Education Classification(s): Gifted

Curriculum Area or Learning Domain: Science

Specific Lesson/Skill Taught: Matter

CENTRAL FOCUS:
In this lesson, the central focus will be on the different stages of matter, solids and liquids, and how things can change their form of matter (i.e. liquid to solid) based on temperature.

BEHAVIORAL OBJECTIVE:
Given an exit ticket worksheet, students will complete the questions with 80% mastery or 4 out of 5 questions correct.

CURRICULUM RATIONALE:
Prior to this lesson students have seen water in various states of matter. In this lesson, they will learn about the states of matter and how things can change their state of matter depending on temperature. In the future, they will learn about the third stage of matter, gasses.

IEP or IFSP GOAL(S):
Not available

NEW YORK STATE NEXT GENERATION LEARNING STANDARDS:
K-PS1-1. Plan and conduct an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature. [Assessment Boundary: Only a qualitative description of temperature, such as hot, warm, and cool, is expected]

ACADEMIC LANGUAGE:
Water, ice, matter, liquid, solid, cream, shake, melt, heat, feeze, cold

MATERIALS:

- SMARTboard
- Computer
- Cup of water
- Ice cubes
- Scissors
- Glue
- PowerPoint
- Printer
- Solids and Liquids sorting worksheet
- Butter worksheet
- Exit ticket
- Plastic Jar
- Heavy Whipping Cream
- Exit ticket worksheet

DEVELOPMENT/PROCEDURES:

INTRODUCTION/MOTIVATION:

- Good morning girls and boys, how is everyone today? Would anybody like to share how our week has been? Students share their answers. “Very good!” Now, I want to talk about water”
- Teacher takes out a cup of water and a bucket of ice cubes. “Who can tell me what this is? " holding up their cup of water, and then the bucket of ice cubes. “Very good!” Now did you know that these are actually the same thing?” “Today we are going to learn more on how these two different things are actually the same, today we will learn about matter”. Holding the cup of water, “this is something called a liquid, it kinda goes everywhere” teacher pours some water out. “But as ice…” teacher picks up ice, “...it stays together…” the teacher drops an ice cube “that's because it is a solid”. “Raising our hands, who can tell me what happened to the water when I poured it out?” Student answers mention something on how it went on the floor or went everywhere.”Excellent!” “Now what happened when I dropped the ice cube?” aStudent answers will mention how it stayed together or broke apart, but didn’t go everywhere like the water. “Good work team!” “Did you know that there are other solids and liquids all around us too!”.

INSTRUCTIONAL STRATEGIES:

PowerPoint:
What is a liquid? A liquid takes the shape of its container.
Examples of liquids include water, soda, milk, and juice
What is a solid? A solid will not lose its shape.It has a definite shape
Examples of solids include a chair, table, a golf ball, a book, and a basketball

Turn and Talk: Can anyone think of solids that they might see in the classroom? With your partner next to you…..

Give students thirty seconds to come up with an answer. Call on a student who has his/her hand raised.

Follow along the guided notes on the Google slides Presentation and ask the following questions:

How can you make something warmer?

How can you make something cooler?

*Heating makes some solids turn into liquids. This is called **melting**.*

*Cooling makes liquids turn into solids. This is called **freezing***

1. The teacher will give directions on how to complete the first activity, "Boys and girls, for this activity we are going to color in using the colored pencils at your table, and make sure to color in the lines. After coloring, you are going to cut the pictures out on the dotted lines, just like we practiced doing on our other worksheets. Lastly, you're going to decide if the picture is a solid or a liquid. Make sure you use a dot of glue so that we do not make a big mess". Prior to cutting and pasting the images into the two designated columns, students will first use the colored pencils given to color the images. The teacher will circle around the classroom to watch the students color, cut, and paste the pictures. In addition, the teacher will take note of students who may be struggling with the work at hand.
2. When students have finished the second activity, the teacher will hand out the heavy cream and the plastic jars. This activity will consist of turning the whipping cream into butter by filing a jar with heavy whipping cream and shaking the jar for a period of time. The teacher will ask the students what they think will happen (making a prediction). The teacher will set the timer for 10 minutes and play the **music**. When the teacher stops the music, the students will pass the jar to the student next to them.

   Groups will be formulated based on mixed abilities, so that students of different abilities will have the opportunity to work and learn from each other. The teacher will walk from group to group to make sure that the group is staying on task, as well as to make sure the person shaking the butter is shaking the jar quickly.

   When the students have all successfully made the butter, ask the students the following questions:

   The teacher will ask what did you notice about the whipping cream? What did it become?

   The teacher will then ask what do you think will happen if I left this out on the counter and not in the fridge?

   Students will return to their seats where they will fill out the butter worksheet.

   Who can tell me what we just did to the heavy whipping cream in our jars?

When the students are seated the teacher will ask the class: was the heavy cream a solid or liquid? The teacher will call on a student who is sitting quietly and has his/her hand raised.

1. Lastly, an exit ticket will be given out to the class which students will have to determine if the process shown by the images represents melting/freezing, if it's hot/cold, and the state of matter (solid or liquid) The teacher will verbally explain the directions to the students, and direct students to circle the correct answer. If students seem to be confused, take the initiative and verbalize each part of the question.
   What happened?
   Circle "it got hot" or "it got cold"
   Which means…
   Circle "it melted" or "it froze"
   And is now a…
   Circle "a liquid" or "a solid"

CLOSURE:

The teacher will show a Youtube Video on the difference between a solid and a liquid. The video reviews the properties of a solid and a liquid and then shows different items and leaves time for the students to decide what they are before the video states their matter state. At some moments in the video the teacher may pause the video and ask how could this liquid become a solid (such as at time mark 4:03 where it mentions juice). Student answers would mention something about freezing the juice. The video is shown to ensure students have an understanding of the concepts worked on before the class instruction transitions to the next subject area.

TECHNOLOGY COMPONENT:

https://www.youtube.com/watch?v=nbfloBQnpK8

ASSESSMENT:

Informal Assessment: Throughout the lesson, I will observe the students in order to see what they are understanding by noticing if they answer the questions correctly.

Formal Assessment: Exit Ticket

SELF-EVALUATION:

I was not able to present this lesson plan.

RE-ENGAGEMENT:

The teacher will pull those who had difficulty completing the activities associated with the lesson. Re-engagement will proceed immediately after the informal and formal assessment portion. A child who scored less than 16/20 (under 80% accuracy) will be provided small group

or individual instruction. This instruction will involve students watching a video on freezing, and then students will work on an interactive activity with freezing water and being fully involved in the process.