

Lesson Plan

Course/Class: Science 7	Name: Melissa Creighton	Date: Jan 30/13
Topic: States of Matter, Temperature	Unit: Heat	Grade: 7
<p>A. Intents/Objectives/Purpose <i>(from Aoki's IDAE Model)</i></p> <p>Scientific (knowledge): -Students will be able to explain how each state of matter reacts to changes in temperature (308-3).</p> <p>Pedagogic (skills): -Students will be able to communicate questions, ideas, intentions, plans, and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language, and other means (211-2).</p> <p>Personal: -Students will be able to go through the steps that a scientist completes and by doing so become invested in the material and want to know more. → Learning and investment in the material will be evident by the student's reactions to the activities completed</p>		

B. Activities	C. Resources	D. Students are...
Administration/Homework -Take Attendance -Organize the seating (if necessary) -List of questions remain on the board from last class	-Attendance sheet -List of questions on board	-Sitting at desks.
1. Introduction/Set/Advanced Organizers -Have students group themselves into their pairs from last day to continue to discuss the ideas for solutions that they began to develop. -Students should begin to finalize their solution to a question so that can share their results with the class.		-Brainstorming and developing answers to the question chosen.
2. Clarifying/Creating-Understanding/Concept-Development -Go around the class and ask student pairs to share the question that they chose and the solution developed to address the question. -As each question and attempt at a solution is presented open class discussion about the feasibility and effectiveness of the solution. Also discuss whether or not the solution actually solves the question chosen. Students' ideas should be incorporated into the discussion and by participating students will be completing steps similar to those of scientists.		-Listening to other students as they present. -Participate in the discussion and offer valuable comments on the solutions developed.

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<p>3. Coached/Guide-Practice/Seatwork</p> <p>-Pose real life examples to students that relate the lab activity to scenarios they are familiar with.</p> <ul style="list-style-type: none">• i.e. Why footballs or soccer balls deflate when they are taken outside on a cold day and reinflate when they are taken back inside a warm environment.• i.e. Why air pressure in tires increases during a car trip		<p>-Listening -Analyzing situations presented. -Developing connections between the lab activity and real life situations.</p>
<p>4. Closure/Summary</p> <p>-Have students come up with some other situations where states of matter react to changes in temperature.</p>		
<p>5. Homework</p> <p>-Students should continue to think of real life examples where temperature affects the different states of matter.</p>		<p>-Brainstorm real life examples and applications of concepts learned.</p>
<p>6. Review/Assessment</p> <p>-This concept will be expanded on and assessed next class using Assessment 2, an artistic representation (see Assessment Plan).</p>		