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| **Lesson Plan Template** | |
| Teacher: Jessica Minton | |
| Grade/Subject: 6th/Science | |
| Unit: Heat, Energy and Electricity | |
| Lesson Title: Energy Conversions (cont.) | |
| **STATE STANDARD(S)** | **Identify what you want to teach.** Reference State, Common Core, ACT College Readiness Standards, and/or State Competencies. |
| **TN Grade 6 Science Standards:**  **GLE 0607.Inq.5:** Communicate scientific understanding using descriptions, explanations, and models.  **GLE 0607.2.2**: Describe how matter and energy are transferred through an ecosystem.  **GLE 0607.10.1:** Compare and contrast the three forms of potential energy.  **GLE 0607.10.2:** Analyze various types of energy transformations. | |
| **LESSON OBJECTIVE** | Clear, Specific, and Measurable – NOT ACTIVITIES  Student-Friendly: "The student will…"  Explicitly Stated for Students |
| The students will describe an energy conversion.  The students will give examples of energy conversions for the different types of energy.  The students will explain how energy conversions make energy useful.  The students will explain the roll of machines in energy conversions. | |
| **ASSESSMENT/EVALUATION** | Measures Student Mastery In More Than Two Ways  Aligned with the Lesson Objective  Includes Measurable Formative and Summative Assessments  Requires Written Task |
| Students will be given a summative assessment at the end of the unit to collect data on understanding of the knowledge.  Students will be formatively assessed through the Question of the Day (Q.O.D.) over the previous material.  Students will be formatively assessed through the exit for the day when they write in their notebooks defining energy conversion in their own words.  Students will be orally assessed throughout the class when asked about the procedures of the activity and their ideas over energy conversions and the different types. | |
| **MATERIALS** | Aligned with the Lesson Objective  Rigorous & Relevant |
| LCD Projector/Board with starting question, instructions, and procedures  Student’s Q.O.D. pages/Notebooks  Pencil/Pen  Layered Book  Homework Pages | |
| **ACTIVATING STRATEGY** | Hook  Essential Higher Order Question(s)  Activates Prior Knowledge  Real-World Connections |
| There is a Question of the Day (Q.O.D.) that will be on the board as soon as the students come in the door. Their questions: *Describe the energy conversions in a bicycle…Use at least two types of conversions.* Explain. (The questions and the answers will be written in their notebooks under the Q.O.D. section). | |
| **INSTRUCTIONAL PLAN** | Step-by-Step Procedures and Times  Modeling Strategy – “I Do”  Planned Questioning (Knowledge/Comprehension, Application/Analysis, Creation/Evaluation)  Multiple Thinking and Problem Solving Strategies  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension |
| 1. Question of the Day: SEE ATTACHED. *Describe the energy conversions in a bicycle…Use at least two types of conversions.* Explain. 2. Discussion of the Question of the day. 3. Lab and reinforcement worksheet to help clarify and support knowledge about energy conversions. 4. *Energy of a Pendulum*: See Attached. 5. *Energetic Cooking*: See Attached. 6. Oral assessment/Exit Ticket end of class: In one sentence answer the following…  *Energy conversions are important because...*  Explain. 7. I will be walking around the room guiding the students and to be available for any questions/problems that might arise. (full class time) | |
| **GUIDED & INDEPENDENT PRACTICE** | “We Do”-“You Do”  Student Work Encourages Higher Order Thinking & Problem Solving  Relevance to Students' Lives  Differentiated Strategies for Practice to Provide Intervention & Extension |
| Homework: *See What I Saw* page: Attached. | |
| **CLOSURE** | Reflection/Wrap-Up  Summarizing, Reflecting, Restating, Connecting  Provides for Student Engagement |
| In one sentence answer the following… *Energy conversions are important because...* Explain. | |
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