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| **Lesson Plan Template** | |
| Teacher: Jessica Minton | |
| Grade/Subject: 6th/Science | |
| Unit: Heat, Energy and Electricity | |
| Lesson Title: What is Energy? (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.2:** Use appropriate tools and techniques to gather, organize, analyze, and interpret data.  **GLE 0607.Inq.5:** Communicate scientific understanding using descriptions, explanations, and models.  **GLE 0607.T/E.1**: Explore how technology responds to social, political, and economic needs.  **GLE 0607.T/E.3:** Compare the intended benefits with the unintended consequences of a new technology.  **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 explain the relationship between energy and work.  The students will compare kinetic and potential energy.  The students will describe the different forms of energy. | |
| **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 explaining the types of energy.  Students will be orally assessed throughout the class when asked about the procedures of the activity and their ideas over what energy 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  Prezi presentation  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: *What is the GPE of a dolphin weighing 200 N and posing on a platform 10 m above the ground?*  (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.  *What is the GPE of a dolphin weighing 200 N and posing on a platform 10 m above the ground?* 2. Discussion of the Question of the day and reminder about homework/answer any questions. 3. Using the Energy Prezi, go over the notes concerning the types of energies. There are examples of each type and a quick lab that will be completed. 4. *Hear that energy*: See attached. 5. Oral assessment/Exit Ticket end of class: In one sentence each answer the following… *Name two types of energy and give an example of each.* 6. 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: Attached. Direct Reading pages from Chapter 12, Section 1. Will be assigned in sections as we go through so that the students are reinforcing what we are discussing in class. | |
| **CLOSURE** | Reflection/Wrap-Up  Summarizing, Reflecting, Restating, Connecting  Provides for Student Engagement |
| In one sentence each answer the following… *Name two types of energy and give an example of each.* | |
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