

Intermediate/Senior Lesson Plan Template

Subject Science (Applied) Grade 9 Course Code SNC IPI

Lesson Topic Culminating Project - Poster Duration 75 min. Date Fri. Dec.12, Mon. Dec.13, Thurs. Dec.18, 2014

<p>Overall Expectations (from curriculum documents)</p> <p>C2: Developing Skills of Investigation and Communication C3: Understanding Basic Concepts</p> <p>Specific Expectations: (from curriculum documents)</p> <p>C2.2 - Use an inquiry process to identify the physical and chemical properties of common elements and simple common compounds, including gaseous substances. C2.4 - Investigate and distinguish between the physical and chemical properties of household substances C2.6 - Construct and draw models of simple molecules. C3.1 - Identify the characteristics of neutrons, protons, electrons, including charge, location and relative mass C3.5 - Describe the characteristic physical and physical properties of common elements C3.6 - Use symbols and chemical formulae to represent common elements and simple compounds</p>	<p>Prerequisite</p> <p>Knowledge/Skills: (how will the knowledge and skills used/taught today connect with what students previously know?)</p> <p style="text-align: center;">Unit C: Ch. 5, 6 and 7</p>
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Differentiated Instruction Details

Knowledge of Students

Differentiation based on student:

<input type="checkbox"/> Readiness	<input type="checkbox"/> Interests	<input type="checkbox"/> Preferences:	<input type="checkbox"/> Styles	<input type="checkbox"/> Intelligences	<input type="checkbox"/> Other
Willing to learn	chemistry,	Read	Fill in Exercise	Grade 9 Applied	(e.g., environment, gender, culture)
Willing to perform	art, projects	Research	Independent work		No culture/gender issues associated with project

Need to Know

- Students' ...
 General skill and level of understanding of students that they can comprehend

How to Find Out

- ... - Walk around the classroom to see if they are struggling with the poster
- Observe alertness and students raising their hands to ask a question

Differentiated Instruction Response

Learning materials (content) Ways of learning (process) Ways of demonstrating learning (product) Learning environment

Lesson Learning Goals- (Written in student friendly language- shared with students)

Key Question: What will students know, understand, be able to do, and communicate?
 (Knowledge/Understanding Thinking Communication Application)

Students will:

- Learn about a single element of their choice using research from the internet	- Relate chemical information from the internet to the usefulness to the project and their expectations of being a student	- Raising hands and asking questions	- Applying their knowledge of Ch.5, 6 and 7 to the poster project
- Learn to compile information into a worksheet and then organize into a poster			- Personal reflection on what they have learned from the unit and what they can accomplish by doing the poster

Assessment – Indicators of Learning – Key Question: How will I know each student has learned the concept(s)/skills?

- Look over their worksheets for completion and understanding of what is expected of them (walk around the class)
- Answering and asking questions regarding the worksheet for the poster and if they understand the material they are researching on the internet
- Poster will be their culminating assignment of the unit and will be graded along with their binder completion and test

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<p>Accommodations and/or Modifications- Key Question: What will I do to assist individual learners or provide enrichment for others?</p> <ul style="list-style-type: none"> - Give time to those who are in need of more time to complete the activity (e.g., add a day to work on it in class) - Give students a chance to ask questions while doing their independent work - Walk around the classroom to students that are especially struggling with the activity - Sit with students with known IEP's or are recognized as needing further help 		
<p>Resources and Materials Required/Safety Considerations</p> <ul style="list-style-type: none"> - 4 bristle boards cut into quarters for the students to construct their poster. - Worksheet for the students to record their research they have found - Internet source to perform research - Markers, rulers, pencils, pens - No safety considerations are an issue for this exercise 		
Time	Lesson Sequence and Instructional Strategies (Setting the stage, instructional strategies, consolidation)	Assessment Opportunities
1010am	<ul style="list-style-type: none"> - Teach students about the worksheet and the expectations of the poster project they will be doing - Each student will use the iPads (provided) to perform independent research on an element of their choice for the following areas: <ul style="list-style-type: none"> - Periodic table information - Appearance - History - Compounds - Uses/Dangers - Image - The students will record this information on their worksheet and then reproduce the information in a coherent, concise manner on their poster 	Outline of information researched will go into their binder and will be graded for completion
1030am	<ul style="list-style-type: none"> - Give students time to research and work on the poster project 	Students will be graded on their posters as a part of their final unit mark

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Applying Learning in Class/ At Home

- Learn by listening to the teacher, reading through research and doing independent work in the classroom
- No homework but students will have class time to work on their posters and do their research

Post Lesson Reflection

Reflection on Lesson: Key Questions: What went well? What do I need to change or modify?

Were the students engaged? Did the students learn from the culminating project? Was the task too easy or too hard? Was the activity effective in teaching the students about the periodic elements and the STSE implications associated with each element?

The activity went well except for some students who did not wish to participate possibly due to the activity being too easy or hard. How do I determine the effectiveness of the assignment with so many different learning styles?

Next time, I may do a mock lesson for 1 day to see if the assignment was too difficult before proceeding.

Follow Up – Specific Students (Learning and/or Behaviour)

Some students did not listen to the lesson and were not engaged by the material. In my classroom 12 of 20 students had IEPs therefore it is expected that some students will have difficulty staying on task and listening effectively. Some students did not listen during the lesson portion because of difficulty to focus and needed extra attention to stay focused so that the exercise would go smoothly.

In order to deal with the "difficult" students, the students were identified visually and spoken to during the exercise to listen and focus without being rude.

What facets of my own teaching do I need to focus on and refine?

I would learn how to deal with students with IEPs more effectively so that they would not disrupt the entire class and I could identify any situations where the students could be disruptive. Maybe I could limit the amount of time I leave during my lesson for students to ask questions, which allowed my students to disrupt the class.