**Co-Planning Daily Lesson Plans**

Cory Morrow Matter Unit

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| Date | What are you going to teach? | Which co-teaching technique will you use? | What the specific tasks of both teachers? | What materials are needed? | How will you evaluate learning? | Information about students who need follow up work, and what you’ll do. |
| Lesson 1 | Pre-Assessment and Introduction | Alternative Teaching | During the pre-assessment I will be teaching to the whole group.  Sharon- will be giving the pre-assessment to KV, JB, and MS at the back table. This will offer a more supportive small group environment for these students. | Pre-Assessment Test  Book to read and discuss:  Solids, Liquids, and Gases  By: Ginger Garrett | Pre-Assessment: Will be administered at the same time for all students. The assessments questions and answer choices will be read to ALL students. | This pre-assessment will help us decide what aspects of the unit we will need to provide additional support. It will also help determine how we will co-teach the unit depending on the strengths and weaknesses. |
| Lesson 2 | We will be discussing and making a list of important vocabulary words: Matter, Solid, Liquid, Gas, Properties, Shape, Weight, Space | One Teach, One Observe | I will be guiding discussion and probing for vocabulary words and definitions in creating our classroom PowerPoint.  Sharon- will be observing student participation and understanding. | Classroom Projector for:  United Streaming Video:  **A First Look: Solids, Liquids, and Gases**  Computer and projector to create a PowerPoint together with important vocabulary and definitions. | Informal Assessment- Exit Slip  Students will writ down 3 words they learned today.  KV, MS, JB may draw a picture of their words or dictate to a teacher. | We will use Sharon’s observations and the exit-slips to help determine what key vocabulary needs to be reviewed in the next day’s lesson. |
| Lesson 3 | Review Previous Days Vocabulary Words/ Explore the three states of matter | Station Teaching | Students will be in small groups and will be exploring each form of matter. They will have a checklist that will guide them through the properties of each form of matter.  The solids station will be independent. Students will explore this on their own in their small group.  I will be teaching and guiding the Gas Station.  Sharon- will be teaching and guiding the liquid station. | Projector for Video: **Properties of Matter, Part 2: Liquids, Solids and Gases**  Small Group Station Materials:  Solid Items- books, pencils, rocks  Liquid Items- water and containers to pour water from  Gas Items- Balloons and Plastic Bags to fill with air.  Student Checklists | Informal Assessment:  Self- Assessment Checklist that students will be completing at each station.  Solid, Liquid, Gas Worksheet that each student will complete independently at the end of the lesson. | We will use our own observation and informal notes of student performance at the stations as well as the informal assessments. This will help us see if there are still misconceptions that we need to address. |
| Lesson 4 | Introduce the changes of states of matter/ Hands on experience with how water changes states. | Parallel Teaching | We will each be teaching half the class. I will be teaching the group of kids that need less guidance and could further be challenged through probing questions.  Sharon- Will be teaching the students who need more support. She will guide students more and ask a different set of questions more appropriate for her group.  We will switch off using the interactive website and book. We will then each work with our groups on the hands on experience. | Interactive Website:  [www.manatee.k.12.fl.samoset/1water3.htm](http://www.manatee.k.12.fl.samoset/1water3.htm)  Book: I am Water by Jean Marzolla.  Ice Cubes for each student  Small Cups for each student  Heater  Rocks | Informal Assessment:  Exit Slips- Completed Independently.  KV, MS, JB may need extra support reading the exit slip and recording their response. They may draw pictures or have a teacher dictate. | We will use the observations of our own group and the exit slip. |
| Lesson 5 | Review and Post-Assessment | Alternative Teaching | During the post-assessment I will be teaching to the whole group.  Sharon- will be giving the post-assessment to KV, JB, and MS at the back table. This will offer a more supportive small group environment for these students. | Watch: <http://gardenofpraise.com/matter.htm>   * This website teaches the states of matter song in a video that allows children to sing along to the song.   Review PowerPoint of vocabulary words we made together.  Post-Assessment | Formal Assessment- The pre-assessment is given again. The test questions and different answers are read to the class. | The formal assessment will be compared to the pre-assessment to show if student misconceptions before the unit began have been taught and learned. This will help guide further instruction if needed and will help me modify and change lessons if needed. |

What some students will learn

What most students will learn

What ALL students will learn