DSU Lesson Plan
New Salem
Science Lesson

COMMON CORE/STATE/DISCIPLINE STANDARDS

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties

LEARNING OBJECTIVES

Students will plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

ASSESSMENT

Student will complete a Float or Sink graphic organizer that details their knowledge of prediction and outcomes.

LESSON ACTIVITIES—TEACHING METHODS AND STRATEGIES

5 minutes (Engage)

- Ask the students to raise their hand and share if they have ever experimented with objects that sink and float. Let a few students answer.
- Pass out Sink or float graphic organizer. Have the students put their name on the graphic organizer.
- Show the students an orange with the peel and a peeled orange.
- Remind the students how important it is that they do not blurt out their predictions so we do not disrupt other students learning.
- Hold up the orange with the peel and ask the students to predict if the orange will sink or float. Have the students try to explain why they chose the answer they did.
- Hold up the orange that has been peeled and ask the students to predict if the peeled orange will sink or float.
- Teacher will model the orange with the peel. The class will discuss why it floated.
- Teacher will model the orange without the peel. The class will discuss why it sank.
- The teacher will talk about the orange peel being like a life jacket. The peel of the orange acts as a floatation device for the orange. The life jacket acts as a floatation device for a person. Explain the reason why they are light is because they are both full of air.

15 minutes (Explore)

- Have the students get into group 5 large groups. Katie will count the students off by 1,2,3,4, 5. Each corner of the room will have a number, the students will go to that group and 5 will be in the middle of the classroom.
- The students will discuss the objects at their station. The will fill out their graphic organizer with their predictions on if each item will sink or float. They will explain why they chose the answer they did. They will experiment will all of the items at their station.

3 minutes (Discussion)

- All of the students go back to their desks
- The teacher will show each item. The students will raise their hands and discuss why the object sank or floated. They will tell their prediction and the outcome. We will continue this with all of the items

3 minutes (Elaborate)

- Katie will ask the students to predict if a can of Coke and a can of Cake Zero will sink or float. Katie will try the experiment. The students will observe the cans and try to explain why one sank and one floated. They will describe why they think the cans will sink or float.

3 minutes (Evaluate)

- Have the students discuss everything they learned and ask some students to share their observations with the class.
- The students will vote for which object surprised them the most. Which one were they surprised that sank or floated?
- Collect the graphic organizer from the students

LESSON MODIFICATIONS

One student has one to one assistance with an instructional aide that will help her complete the experiment. Check on the progress of this student as she works with her aide. The child was not there the last time we were in New Salem, we will modify the lesson according to the child's needs.

MATERIALS, TECHNOLOGY, AND MEDIA

Oranges
Can of Coca-Cola
Can of Coke Zero
Toothpicks
Plastic spoon
Metal spoon
Dice
Wooden Pencil
Buckets
Water
Paper Towels
Plastic clear punch bowl for demonstrations