



Daily Lesson Planning Tool

Teacher: _____ Course/Grade: Second School: _____

Unit # and Title: Investigating Changes in Matter Date of Lesson: _____ Pd: _____

Lesson Topic/Title: _____

SOL/Objective/Learning Goals: SOL 2.1, 2.3

Essential Question: How can observable properties help us sort matter?

Lesson Component	Teacher	Student
Engage & Hook	Read <u>What is the World Made of?</u> by Kathleen Weidner Zoehfeld	Complete chart listing other solids, liquids, gases that are not listed in the book. Student chooses one word from each column to put on an index card and illustrate.
Explain & Model	Using your senses to describe matter important to help students understand. For example, spray air freshener and then ask kids to raise their hands when they began to smell it. Vocabulary -	Complete a tree map Mystery Bag: Have students describe what is in the bag using their senses to determine if it's a solid, liquid, or gas.
Explore & Apply	Teacher will provide different objects for the students to sort.	Students could use a clipboard to go around the room to find examples of solids, liquids, gases. Take clipboards outside to add to their list. In their journal, explain why sugar is not considered a liquid, even though it can be poured.
Evaluate	Teacher creates a word bank of the essential vocabulary	TSW construct a writing to demonstrate understanding of the essential vocabulary. Tree map using clip art that student completes independently Test