

Emerson Middle School Integrated Lesson Form

Title: Week 20: January 20-24

Lesson Description: Structure of Matter

<p>Educator</p>	<p>Name: Elena Mackey                  A+ School: EMS                  Grade level/subject area: 7th Grade Science</p>
<p>Curriculum &amp; Arts</p>	<p>Overarching Concept: Structure and Properties of Matter                  Essential Question(s) and/or Focus Question(s):</p> <ul style="list-style-type: none"> <li>● What is matter?</li> <li>● What are the states of matter?</li> <li>● What are the physical properties of each state?</li> <li>● How can a physical and chemical change be identified?</li> <li>● What are some examples of each type of change?</li> <li>● How can matter be classified?</li> <li>● What is mass, volume and density?</li> </ul> <p>Disciplines Addressed: <span style="float: right;">21st Century</span>                  skills:</p> <p> <input type="checkbox"/>_dance      <input type="checkbox"/>_music      <input checked="" type="checkbox"/>_x_visual arts      <input checked="" type="checkbox"/>_x_creativity  <input type="checkbox"/>_drama      <input checked="" type="checkbox"/>_x_reading      <input checked="" type="checkbox"/>_x_writing      <input checked="" type="checkbox"/>_x_problem                      solving  <input checked="" type="checkbox"/>_X_language arts   <input checked="" type="checkbox"/>_x_science      <input type="checkbox"/>_other:  <input checked="" type="checkbox"/>_x_technology  <input type="checkbox"/>_math      <input type="checkbox"/>_social studies  <input checked="" type="checkbox"/>_x_collaboration                  Curricular connections/instructional objectives: (state standards, etc.) MS PS 1-1, 1-2</p>
<p>Enriched Assessment</p>	<p>Ways to assess/evaluate students' understanding during and at the conclusion of the lesson</p> <p>Formative:                  Students will complete daily bellworks.                  Students will finish their Structure of Matter presentations.                  Students will complete their mixture research.                  Each class will record the appearance of a penny before and after it is placed in vinegar.</p> <p>Summative:                  Students will complete daily exit slips.                  Students will complete a quiz over the structure of matter.</p>

<p>Collaboration</p>	<p>How will collaboration be used: (between students, fellow teachers, or anyone with potential expertise):          Students will work in groups to present their structure of matter presentations          Students will work individually and in groups to complete the mixtures lab.          I collaborated with my mentor teacher in my weekly plan.</p>								
<p>Multiple Learning Pathways</p>	<p>Multiple Intelligences addressed within lesson: (check all that apply)</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/>_X_bodily/kinesthetic</td> <td><input type="checkbox"/>_musical-rhythmic</td> </tr> <tr> <td><input checked="" type="checkbox"/>_x_interpersonal</td> <td><input checked="" type="checkbox"/>_x_naturalist</td> </tr> <tr> <td><input type="checkbox"/>_Intrapersonal</td> <td><input checked="" type="checkbox"/>_x_verbal-linguistic</td> </tr> <tr> <td><input checked="" type="checkbox"/>_x_logical-mathematical</td> <td><input checked="" type="checkbox"/>_x_visual spatial</td> </tr> </table>	<input checked="" type="checkbox"/> _X_bodily/kinesthetic	<input type="checkbox"/> _musical-rhythmic	<input checked="" type="checkbox"/> _x_interpersonal	<input checked="" type="checkbox"/> _x_naturalist	<input type="checkbox"/> _Intrapersonal	<input checked="" type="checkbox"/> _x_verbal-linguistic	<input checked="" type="checkbox"/> _x_logical-mathematical	<input checked="" type="checkbox"/> _x_visual spatial
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<p>Infrastructure</p>	<p>Classroom Infrastructure/Setup:          Timeframe (example: length of unit, number and length of lesson(s): 1 week          Space: Tables, individual and group work          Material:          Textbook, Google Classroom, Google Drive, Youtube videos          worksheets Lesson PowerPoint</p> <p><b>Monday</b>          No School Martin Luther King Jr. Day</p> <p><b>Tuesday</b>          Go over 104 and complete 105 (12 min)          Bellwork 10 min  <b>Explain the difference between a heterogeneous mixture and a homogeneous. Write 3 sentences. (P 15-16)</b>          Mixture lab (P 17) (30 min) <b>(Use the Dixie cups for trail mix)</b>          A Look up what the material is made of          B. Is the mixture homogeneous or heterogeneous          C. Explain how you know          Exit: Take 5 summarize (5 min)</p> <p>Exit: KWL One I already knew is_____ one thing I still want to know is_____. One thing I learned is_____. (5 min)</p>								

	<p><b>Wednesday</b>          Bellwork: Complete P. 16 (TB 8-13) (10 min)          Presentations (20 min)          Complete mixtures side P. 15 (12 min)          Exit I would like to know more about.... (5 min)</p> <p><b>Thursday</b>          Bellwork: (10 min)          Look at the picture.          Write 3 items items down          A. For each item, write down one physical trait that helps it to serve its purpose.          B. Write down something you wouldn't want to use the item for and explain why not.  <a href="https://en.islcollective.com/english-esl-worksheets/grammar/nouns/everyday-items-bingo-adult-students/28395">https://en.islcollective.com/english-esl-worksheets/grammar/nouns/everyday-items-bingo-adult-students/28395</a>          Notes (20 min)  <a href="https://www.slideshare.net/mater1ag/what-is-matter-slide-show?next_slideshow=2">https://www.slideshare.net/mater1ag/what-is-matter-slide-show?next_slideshow=2</a>          Exit My favorite activity or topic this week was.... (5 min)</p> <p><b>Friday</b>          Bellwork (10 min)          Video (2 min)  <a href="https://www.youtube.com/watch?v=JkhWV2uaHaA">https://www.youtube.com/watch?v=JkhWV2uaHaA</a>          Bellwork slide  <a href="https://sciencspot.net/Media/Starters/Chemistry/lcyScience1.pptx">https://sciencspot.net/Media/Starters/Chemistry/lcyScience1.pptx</a>          Video (6 min)  <a href="https://study.com/academy/lesson/comparing-reversible-irreversible-physical-chemical-changes.html">https://study.com/academy/lesson/comparing-reversible-irreversible-physical-chemical-changes.html</a>          Take Practice Quiz (10 min)          Begin Student outline (15 min)          Exit: Take 5 summarize (5 min)</p>
Experiential Learning & Climate	Steps/Process: (You may share by using this form, video, photostory, powerpoint, etc.) Please attach rubric, checklist or other assessment tool, if applicable.
ISTE standards	Check all that apply: <input checked="" type="checkbox"/> Empowered learner <input checked="" type="checkbox"/> Knowledge constructor <input checked="" type="checkbox"/> Computational thinker communicator <input type="checkbox"/> Global collaborator <input checked="" type="checkbox"/> Digital citizen <input checked="" type="checkbox"/> Innovative designer <input checked="" type="checkbox"/> Creative

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