**5-E lesson plan model**

Submitted by: \_Darlene Achee

Grade level:\_\_\_\_\_\_\_\_\_ 3

Length of lesson (minutes): 2 - 40 minute lessons

TEKS: \_\_\_\_\_3.5 B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives: \_The students will: be able to describe and classify 3 states of matter, explaining the physical property of shape of each\_\_\_\_\_\_\_\_\_\_\_

Materials:\_\_\_\_A Drop of Water by Walter Wick, For each group: 1 balloon full of frozen water labeled #1, 2 balloons – 1 with some water, labeled #2– the other full, labeled #3, 1 balloon full of air labeled #4, science notebooks, Anchor charts: solid, liquid, gas; Venn Diagram

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| **5-E Phases** | **Teacher**  What the teacher will do | **Process**  Eliciting questions  Formative Assessment | **Students**  How will you know students have learned?  Student responses |
| **Engage:**  **\_5\_\_minutes** | Show pictures in A Drop of Water but don’t read  Assess, and teach following vocabulary if necessary: matter, property, states of matter, solid, liquid | What do you notice about the water?  Do we have anything in common with water? | Students will discuss their observations in groups at tables using Kagan Cooperative Round Robin. |
| **Explore:**  **\_20\_\_minutes** | Observe and listen.  Ask open ended questions  "What do you notice?"  "How does it feel?" | In small groups, children will construct a diagram of the balloons based on empirical observation in their science journals .  The students will construct a simple table (TEKS 3.2 B) | The children should collaborate with one another.  There are no wrong answers at this point. |
| **Explain:**  **\_15\_\_minutes** | Lead children to explain what they did. Teacher and children discuss activity. | Read pp. 21-23 A Drop of Water  **vocabulary:** gas, water vapor, evaporation  **Concept:** solid has a definite shape, liquid goes to the bottom and takes the shape of the container where it is, gas spreads out to take the shape of its container completely | Students will analyze and communicate conclusions as a class. (TEKS 3.2 C,D) |
| **Elaborate:**  **\_20\_\_minutes** | Share solid, liquid, gas poem on Anchor charts. |  | Children put correct pictures onto Anchor charts. |
| **Evaluate:**  **\_20\_\_minutes** | Provide students with tri-Venn diagram to put into science notebook. | Compare/Contrast 3 states of matter. Provide examples of each | Fill out Venn Diagram. |