**Lesson Plan Template**

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| **Name:** | | **203** | | |  | **Course:** | | Science | | |  | **Grade:** | 7th |
| **Unit:** | | Energy & Energy Resources | | | | | | | | | | | |
| **Big Idea:** | | Changes occur when energy is transferred from one place to another | | | | | | | | | | | |
| **Subconcept:** | | What is energy | | | | | | | | | | | |
| **Literacy Strategy(s):** | | | Silent Discussion | | | | | | | | | | |
| **Lesson:** | | Misconceptions on Energy | | | | |  | | **Date Taught:** | 9/23/09 | | | |
| **Learning Objective(s):** | | | | | | | | | | | | | |
|  | Students will be able to | | | explain what energy is. | | | | | | | | | |
|  | Students will be able to | | | identify the various forms of energy. | | | | | | | | | |
| **Idaho Standards (or National Standards if no Idaho Standards exist):** | | | | | | | | | | | | | |
| Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them  8-9.ES.5.3.1 Describe the difference between renewable and nonrenewable resources. (656.03a  8-9.PS.2.3.1 Explain that energy can be transformed but cannot be created nor destroyed. (650.05a) | | | | | | | | | | | | | |

**Detailed Description of Lesson:**

Describe the sequence of activities in the lesson. Include the instructions that students are given for activities. Remember that these lessons will be shared with other teachers. Please provide enough detail so that other teachers could replicate the lesson.

1. For this activity to work well, the students need to know what is expected of them.
2. They need to be quiet. Absolutely quiet. Talking will distract students and you’ll run out of time before any real progress is made.
3. When a student gets the prompt at the beginning, he or she should respond to that prompt. Make a statement, raise a question, etc.
4. Afterwards, the student should focus on the statements made by other students. Argue against a statement another student made. Answer a question another student raised. Raise a question about another student’s statement.
5. Debrief with class afterwards.

**Handouts:**

Include any handouts that students were given.

**Student Work:**

Include samples of student work from the lesson (include and identify examples of high, medium, and low quality). *Remove student names before submitting.*

**Reflection:**

Complete the Lesson Reflection Form on the following page. Spend time to include details of how the strategy worked and what you may have done differently. This is the portion with will most help your colleagues in implementing their own version of you lesson.**LIMSST Project Literacy Lesson Reflection Form**

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| --- | --- | --- | --- | --- |
| **Name:** | **203** |  | **Date lesson was taught:** | **9-23-09** |
| **Lesson Title/Topic Areas: Energy** | | | | |
|  | | | | |

**Literacy Strategies Used:**

(Please discuss what literacy strategies you embedded in this lesson. What were your goals in using these strategies? Be specific and use as much detail as possible.)

Silent Discussion

The Silent discussion was something I used for the first time this year. My goal for this was to get students familiar with any of their pre conceived positions on energy and how they are used and get them to be open to other points of view. Also I wanted them to write their opinions on paper instead of sharing them verbally.

**Student Response to the Lesson:**

(Was the strategy effective? Were students able to read/write as needed in this lesson? What attitudes were displayed? How did specific

students and/or the class do? How did the literacy strategy aid in developing student understanding of the topic? Cite specific evidence from the samples of student work)

My concern was with the Silent Discussion with 7th graders because of their lack of maturity. I found that for the most part the students like doing the silent discussion but some were sort of apprehensive at first. I tried to emphasize that they had virtually no limits as long as they could support their statement and that it related to the subject. During our debriefing period I found that students had different opinions about energy & resources and how they are used. I thought the debriefing period was the most eye opening for me because of all the different opinions and perceptions that the students had.

**Lesson Reflection:**

(What worked well with this lesson? What challenges did you encounter in this lesson? Would you change certain aspects of the lesson or the questions that you asked? How does this influence future lesson planning?) I thought overall the lesson went well but the students seemed to have too much down time. I only handed out one statement per group and had them pass it around. Next time I do this I will make sure that all groups have all the statements so that there is no down time. I was really impressed with the debriefing that went on. The class really opened up and shared their views on energy and resources.

**Relationship to Previous Instruction:**

(Have you taught this lesson/topic prior to the LIMSST project? If so, how did your teaching of this lesson differ from what you taught before? How did students’ reactions to this lesson differ? Yes I have and I did it completely different. I would just lecture hand out worksheets and then test

Yes, and I have found that teaching the way I did this year was way different from how I previously taught it. I would generally just have the students do the assignment and that was it. With this being my second year I am finding it easier to keep students involved in their own learning without them even knowing it. Years past I would of just lectured about the material and handed out work sheets and then given a test.