Lesson Planner

North Vancouver School District
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Overview	
Lesson Overview:	Introduction – Grade 6 Unit on Matter

Stage 1 – Desired Results

Big Ideas

Everyday materials are often mixtures.

Core Competency

Questioning and Investigating

Concepts	Unit Understanding	Transfer Goal	Essential Question
Matter	**Students will understand that…** • Matter has properties	**Students will be able to independently use their learning to…** • Use understanding of properties to address real-life properties	**Students will keep considering…** • How are properties used to solve problems?

First Peoples Principles

Learning involves patience and time.

Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
Students will be skilled at… • Questioning and predicting – make predictions about findings	**Students will know that…** • reviewing matter and what it is • states of matter

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

How does this lesson align to the GRASPS task ?

-develop/review concepts of matter so they can identify parts of a mixture

Summative and Formative :

Stage 2 – Evidence: Assessing for Understanding

Consider how ongoing assessment is clear, specific, and timely to support student progress

-looking at students' sorting rules/level of complexity

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

CONCEPT ATTAINMENT –

1. show different materials and have students sort into what is matter and what isn't (ultimately knowing that everything is matter)

2. give students bags of a bunch of different materials and have them work collaboratively to sort into different categories (have students decide how to sort, and justify why they sorted that way)

3. extension – provide more materials after they have already sorted and have them add to or change groupings

4. extension – join another group and re-sort

5. extension – go backwards – there's only one category, how would you describe it

6. extension – sort according to more than one attribute at a time

7. adaptation – provide some characteristics/sorting rules for lower level students

Student Work –

Introduce Big Idea

How does this activity fit into the big idea?

Compass Points Thinking Routine

Resources:

Making Thinking Visible by Ron Ritchhart

Teacher: Lesson Reflection

What aspects of the lesson went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this lesson ?

Were there any unintended outcomes?

Were students engaged?