

**Science CC Lesson 5.1 (Intro to Teacher/Review of Matter)**

Grade/Subject: Grade 5 Science

Unit: Classroom Chemistry

Lesson Duration: 1 hour

| OUTCOMES FROM ALBERTA PROGRAM OF STUDIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | LEARNING OBJECTIVES                                                               | ASSESSMENTS<br>(Observations, Key Questions, Products/Performances) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Students will show growth in appreciation of the benefits gained from shared effort and cooperation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students will be introduced to their new intern teacher.                          | Discussion and observation                                          |
| Students will recognize and identify examples of the following kinds of mixtures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students will create rules and expectations to follow during science class.       | Rules and expectations created                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Students will complete a student interest survey to share information about them. | Student interest surveys                                            |
| <b>LEARNING RESOURCES CONSULTED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |                                                                     |
| Resource #1: Alberta Program of Studies: Elementary Science<br>Resource #2: Online Student Surveys<br>Resource #3:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                   |                                                                     |
| <b>MATERIALS AND EQUIPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                   |                                                                     |
| <ul style="list-style-type: none"> <li>• Student interest surveys (26 per class)</li> <li>• PowerPoint presentation and Laptop</li> <li>• Cardstock for name cards (26)</li> <li>• Scrap paper OR Post-Its (26)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                   |                                                                     |
| <b>PROCEDURE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                   |                                                                     |
| <b>Introduction (2 min.):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                   |                                                                     |
| <p><i>Attention Grabber:</i> "Just before the break I got to meet all of you and I told you I would be teaching you science. Today before we get back into learning about chemistry, I will begin by introducing myself to you. I will also have you fill out a survey so I can learn about you as well!"</p> <p><i>Assessment of Prior Knowledge:</i> N/A</p> <p><i>Expectations for Learning and Behaviour:</i> To be covered throughout the lesson, I expect students to listen and participate in discussion and all activities.</p> <p><i>Advance Organizer/Agenda:</i> About Me → Creation of Expectations → Student Surveys → Name Card creation → Matter review → Closing</p> <p><i>Transition to Body:</i> "I will start off with a bit of my science background."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                   |                                                                     |
| <b>Body (50 min.):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                                                                     |
| <p><b>Learning Activity #1: About the Intern Teacher (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• I will introduce myself and share a bit about my family, hobbies, education and science background</li> <li>• Students may ask questions.</li> <li>• I will use the SMART Board to present this information.</li> </ul> <p><b>Learning Activity #2: Creation of Expectations (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• I will on the whiteboard or the SMART Board write down created expectations with the students.</li> <li>• I will ask the students to please raise their hand when contributing an expectation</li> <li>• I will use think-pair-share to begin the brainstorming process</li> <li>• I will add any additional expectations that I think may have been missed.</li> <li>• I will tell the students these expectations begin today and continue for as long as I am here.</li> <li>• I will print off the expectations and have the students sign them.</li> </ul> <p><i>Assessments/Differentiation:</i> All students will have the chance to contribute expectations.</p> <p><b>Learning Activity #3: Student Interest Survey (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• I will explain the survey and how it will help me (make lessons more interesting for the class, meet your needs etc.)</li> <li>• I will give students time to fill out the survey and collect them right away once they are done.</li> <li>• Students who are done early may create a name-tag for their desk and after that silent read.</li> </ul> |                                                                                   |                                                                     |

# Balanced Literacy Lesson Plans Grade 5

**Sebastian Brünink**



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