

Name(s): [REDACTED]		
Grade Level: 2nd	Subject: Science	Lesson Length: 15-20 minutes

I. Standards (IC1, IC2, IC4)	
Utah State Core Curriculum Strand(s) and Standard(s):	Standard 2.3.1 Plan and carry out an investigation to classify different kinds of materials based on <u>patterns</u> in their observable properties. Examples could include sorting materials based on similar properties such as strength, color, flexibility, hardness, texture, or whether the materials are solids or liquids. (PS1.A)
Summative Assessment:	Materials sort
Goal Statement/Rationale:	Students will be able to classify different kinds of materials based on patterns in their observable properties. It is important for students to be able to identify the observable properties of materials. Students will build on their existing knowledge of the states of matter. This lesson will help students to be able to sort materials based on their observable properties.

II. Intended Learning Outcomes (IC1, IC2)	
Learning Objective/Goal:	<p>Know: Students will be able to plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties, including strength, color, flexibility, hardness, texture, and whether the materials are solids or liquids.</p> <p>Do: Students will participate in the "I Spy" game, where they will identify and classify materials based on their observable properties.</p>

III. Assessment of Student Progress	
Pre-assessment:	States of Matter Books
Informal assessment(s):	Observation and Questioning
Formal assessment:	I Spy Worksheets (Looking for their ability to categorize the materials)

IV. Preparation (LL2, IC4, IP8)

Students' prior knowledge, skills and assets:	Prior Knowledge: Prior Skills: Personal Assets: Cultural Assets: Community Assets:
Student preparation:	
Teacher preparation:	
Technology integration:	

V. Instructional Procedures (LL6, IC3, IC7, IP2, IP7*)

**We recommend you label the appropriate competency, using the codes, within your instructional procedure to make that visible to your university supervisor.*

- Ask: What do you notice about different materials around us?
- Introduce/review the different properties of matter
 - Observable properties: hard, rough, soft, smooth, flexible, fluffy
- Give examples of each observable property
- Introduce I Spy game
- Set expectations for behavior during game
- Have students grab clipboards and I Spy game
- Play I spy for ~10 minutes

VI. Academic Language		
Language Function:		
Language Supports		
	Vocabulary:	
	Syntax:	
	Discourse:	

VII. Addressing Learners' Needs (LL4, IP1)	
Differentiation/ Individualization:	

Support for ELLs: Fluency Stage Specific Support: <ol style="list-style-type: none"> 1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching 	
Accommodations/ Modifications for IEPs/504s:	