Name(s): [redacted]		
Grade Level: 2	Subject: Science	Lesson Length: 30 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 patterns 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) **Standard 2.3.2** **Construct an explanation** showing how the properties of materials influence their intended use and function. Examples could include using wood as a building material because it is lightweight and strong or the use of concrete, steel, or cotton due to their unique properties. (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:	Know: Students will be able to classify objects using texture, strength, color, hardness, and whether they are a solid or liquid Do: The students will analyze a sorting system and determine how the objects were organized. They will design and test a trampoline using materials with specific object properties to ensure it functions correctly and safely.

III. Assessment of Student Progress	
Pre-assessment:	Properties of matter anchor chart

Informal assessment(s):	Observation
Formal assessment:	Mission I.O. completion

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.*

- Introduce the Mission I.O and behavior expectations
- Send students to get chromebooks i they do not already have them
- Students will participate and engage in a Mission I.O. where they have to analyze and sort materials by their properties. They then face an engineering problem of rebuilding the playground where they have to use their knowledge of object properties to develop solutions.
- Have students put chromebooks away
- Wrap up lesson by asking what they learned or know about properties of matter

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: 1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching	
Accommodations/ Modifications for IEPs/504s:	