Dakota State University
College of Education

LESSON PLAN FORMAT

Name: Jennifer Trewatha
Grade Level: 1st Grade
School: Howard Elementary School
Date:
Time:

BACKGROUND, CONTEXT, AND PURPOSE

LESSON GOAL(S)

Nature of Science Indicator 2**:**

Students will apply the skills necessary to conduct scientific investigations.

Physical Science Indicator 1:

Students describe structures and properties of, and changes in, matter.

Writing Indicator 4:
Students are able to write across content areas to clarify and enhance understanding of information.
Speaking Standard Indicator 1:
Students are able to use appropriate structure and sequence to express ideas and convey information.

LESSON OBJECTIVES

Recognize that some objects sink and others float in water
Recognize that objects can be described tin terms of their floating and sinking properties.

Materials Needed:

- cork
- pencil
- paper clip
- crayon
- twig
- marble
- plastic spoon
- bar of soap
- *Mr. Gumpy's Outing* by John Burningham
- *Old Magazines*
- sink_float_chart.pdf
- sink_float_worksheet.pdf

A. The Lesson

1. Introduction (getting attention, relating to past experience and/or knowledge, creating a need to know, sharing objective, in general terms)
Today we are going to read the book, *Mr. Gumpy's Outing*. This book talks about liquid matter. Read the book. Now I want you to take out a piece of paper and divided it in half. Look at the objects here on the table. I want you to predict which ones are going to sink and which ones are going to float.

Make note on why you think its going to sink or float. Today we will be examine if objects sink or float.

2. Methods (include adaptations and extensions for different needs of learners)

- **Read E13**
- **Ask the students**
  - **What does float mean**
  - **What does sink mean**
- **Show items on table and have students predict which will sink or float. Record findings on a chart.**
  - **What can you do to floaters to make them sinkers?**
  - **What can you do to sinkers to make them floaters?**
- **Drop items one at a time in water. Observe what happens and mark results on the chart.**
- **Discuss why certain items floated and others sank.**
  - **Shape**
  - **Weight**
- **Compare predicted results with what actually happened.**

3. Closure (providing students with opportunities to reflect and express what they are learning)

- **Hand out another piece of paper and instruct the students to divide their paper again into floaters and sinkers.**
- **Hand out old magazines**
- **Instruct the students to cut out examples of objects that will float in water and sink in water.**
- **On the bottom of the paper, I want you to write one thing you learned today.**

B. Assessments Used

Assessments (in introduction, lesson development, or summative assessment)

Students will apply the skills necessary to conduct scientific investigations by writing down what they think the mystery object is and describing the properties and their observations on what makes that object that item.

Students will describe structures and properties of, and changes in, matter by discussing and creating a story map of properties of matters and of solids.

Students will also compete WB79

Students will complete an art project where they cut out objects that will float and sink in water. I will be grading them using a rubric.

C. Extensions and Adaptations

Try using other materials such as an oil-based clay to see if the same principles apply. Also try leaves, twigs, and other objects found in nature.

D. Resources

- *Mr. Gumpy's Outing* by John Burningham
- Utah LessonPlans, http://www.myuen.org/5104, April 15, 2005