

LESSON PLAN – FORCES

Objectives:

- To know the concepts of mass, volume, and states of matter.
- To describe materials using different properties such as hardness, flexibility, resistance, elasticity, solubility, and thermal conduction.
- To differentiate between contact and non-contact forces.

Sequence:

- We started with little questions about what a force is, to awaken meaningful learning.
- I provided students with a glossary with the most important words they needed to know when we finished the lesson.
- We watched several videos related with mass, volume, and states of matter. Then, they completed a small “flap book” about these concepts.
- Then, we made a listening activity of our book.
- We also made an oral activity with real materials to describe them.
- We practice what we have learned with some activities from the activity book they have.
- During this process, we made some experiments:
 1. Using a weighing scale, we tried to know the mass of the air using a balloon with and without air, noting down the results,
 2. To know the solubility of different materials such as oil, coffee, sand, salt and sugar, we mixed water in some transparent cups, with these materials to know if they are soluble or not.
 3. Finally, using this experiment, we continued learning about the evaporation of water.

FINAL TASK

The final task of this unit is a **password**. I provided students with a template without any solution.



A	MASS Contains A	The amount of matter in an object.
B	SOLUBLE Contains B	It is a property. It dissolves in a liquid (water).
C	THERMAL CONDUCTOR Contains C	It is a property. The heat pass through it.
D	SOLID – Contains D	Name of an state of matter. The atoms(particles) are together.
E	ELASTIC – Starts by E	It is a property. It is easy to stretch . RUBBER
F	FRICTION – Starts by F	It is a contact force that appears when you move a book across the desk.
G	FRAGILE – Contains G	It is a property. It is easy to break. GLASS
H	HARD – Starts by H	It is a property. It is difficult to scratch . The opposite of soft.
I	INSOLUBLE – Starts by I	It is a property. It does not dissolve in a liquid. The opposite of soluble.
J ^x	EVAPORATING	When it is transformed something liquid into a gas .
K	KILOGRAMS Start by K	Mass is measured in grams and _____
L	LITRES Start by L	Volume is measured in millilitres and _____
M	MAGNETISM Start by M	It is a non-contact force. This force can attract and repel.
N	MELTING Contain N	When it is transformed something solid into a liquid .
O	CONDENSING – Contains O	When it is transformed something gas into a liquid .
P	PUSH AND PULL – Starts by P	It is a contact force. This force makes doors open and close.
Q	LIQUID – contain Q	Name of an state of matter.
R	RESISTANT – Starts by R	It is a property. It is difficult to break.
S	SOFT – Starts by S	It is a property. It is the opposite of hard.
T	ISOLATOR – Contains T	It is a property. The heat cannot pass through it. The opposite of conductor.
U ^x	RIGID	It is a property. It is difficult to bend. The opposite of flexible.
V	VOLUME Start by V	The amount of space an object occupies.
W ^x	INELASTIC	It is a property. It is difficult to stretch . The opposite of elastic.
X	FLEXIBLE – Contains X	It is a property. It is easy to bend.
Y	SOLIDIFYING – Contains Y	When it is transformed something liquid into a solid .
Z ^x	GAS	Name of an state of matter. 3 letters

GAME PASSWORD

WRITE THE WORDS AND MARK YOUR RIGHTS OR WRONGS.

WRITE YOUR RIGHT AND WRONG ANSWERS:

TOTAL:
RIGHT: WRONG:

WORDS: WRITE THE WORDS YOU THINK ARE CORRECT. THEY CAN EITHER START WITH THAT LETTER OR CONTAIN IT.

A		O	
B		P	
C		Q	
D		R	
E		S	
F		T	
G		U	
H		V	
I		W	
J		X	
K		Y	
L		Z	
M			
N			

- Did your learners achieve your learning objectives? How do you know?

Most of the students achieved the objectives of the unit. I know it because we corrected the password template and I could see who had learned the contents.

- Did the learners use the language you identified in your learning objectives? How successfully did they do this?

Yes, they used the language I identified in my objectives. They did it really well.

- Did you provide enough scaffolding? What else could you do to scaffold the sequence if you were to teach it again?

Yes, we made many oral activities to learn how to describe different objects using the vocabulary properly. I ask them many times using the vocabulary they needed to know.

Example: How can we describe a pencil? Firstly, we take the pencil, and we observe the material. Then, we pay attention on the material it is made up of. Secondly, we take the summary we have in our notebook and we start to describe the properties of this material.

- What would you change about the plan if you were to teach it again? Why?

I think I will try to carry out more experiments to show students different real results, because it is very motivated for them, and they learn in an enjoyable way.