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**Changing States of Matter**

***Classroom Background: What context is this lesson occurring in?***

This is the second science lesson students have been engaged in to prepare for our weather and climate unit. This lesson seeks to help students bridge their understanding of the basic states of matter to the role temperature can play in states of matter changing. The majority of students in my class are on IEPS (13/15) and one student is on a 504. Our classroom faces major disruptions to learning due to behavioral needs. I believe that these disruptions are amplified because much of the content students are exposed to is too hard – causing students to get frustrated and act out. Most students are English Language Learners – with over two third of the class speaking Spanish as their primary home language. I am seeking to incorporate multiple strategies we have learned in Carmen’s course to inform my practice.

***Round focus: What is this lesson about?***

Today's lesson will focus on the role of temperature in states of matter changes. Students will first review the states of matter and then be exposed to a video story intended to engage them in the process of heating water in its solid state (ice). Students will follow the process of solids as they are heated and transformed into a liquid and then gas. If time allows students will follow the process of gas when heat is removed.

*Learning-centered goals:*

* Students will be able to orally dictate their noticings about visual representations of states of matter in their native language
* Students will be able to correctly identify the process of matter change using anchor charts and visual aids

*Practice-Centered Goals:*

* I will engage students effectively in total physical response in order to review vocabulary
* I will model matter changes visually and engage students in sharing out their noticings/descriptions before sharing the vocabulary word (building background)
* I will respond to student wonderings in ways that are encouraging (avoiding language that suggests one ‘correct’ answer)

*Round-centered inquiry*

Where do you see evidence that students are/are not engaged with different strategies (building background, total physical response)? Which students? And what strategies?

Where do you see students translanguaging during this lesson? I’m particularly interested in observations during independent practice

*Practice-centered Inquiry*

Where do you notice my supporting multiple perceptions/perspectives/lenses in my teaching practice, particularly in how I respond to students' ideas?

I am very interested in how the personal narrative approach to modeling changes in matter will impact student engagement. Does this personal narrative lower students’ affective filters?