**TSI Lesson Plan**

**Module 2 : Water Properties**

Name: Marietta Adonis

Activity: Water Properties

**Why did you choose to do this activity?**

I chose this activity because my students need more practice in the scientific method. This activity also benefits me because I can use this for any class to relate to the scientific method steps.

I strongly believe this activity helps tactile students.

**What are your classroom learning goals?**

I would like to give students more empowerment in their activities as well as their learning.

**What date do you plan to start this activity?**

November 14, 2012

I**f Applicable: HIDOE standards this lesson will address** (box)

**Standard 1: The Scientific Process: SCIENTIFIC INVESTIGATION: Discover, invent, and investigate using the skills necessary to engage in the scientific process**

**Ocean**

1. Describe how you will connect this activity to the ocean:

The oceans are mainly composed of water. Students need to understand properties of water which will make them anticipate of upcoming activities and learning.

1. Select the Ocean Literacy Principle(s) that you anticipate this activity will address
2. The Earth has one big ocean with many features.

Preparation

1. How will you prepare your students for this activity?

Review prior learning. Introduce water properties – adhesion and cohesion.

1. Explain any instructional struggles that you foresee and how you will address these issues.

I am concerned about:

* Terminology may be difficult to understand.

1. Select the TSI Mode(s) of Inquiry that you will focus on for this activity.

Authoritative knowledge, Curiosity, Description, deduction, Experimentation, technology, product evaluation, transitive knowledge

**Questioning and Assessment Strategies**

1. What questioning strategies will you use to help your students meet your learning goals?

I would review the scientific inquiry with my students.

I would like to reinforce questioning and predicting.

1. What assessment strategies will you use to help your students meet your learning goals and monitor their progress?

I shall use the pre and post-tests as well as reflections about the activity.

|  |  |  |  |
| --- | --- | --- | --- |
| **INTERPRETATION** | | **INITIATION** | |
| Mode(s) | Deduction | Mode(s) | Authoritative knowledge |
| Teacher | I will provide time for students to write reflections. Then, we will discuss as a class. | Teacher | Read instructions and discussed definitions of key words |
| Student | Students to write reflections. | Student | Listen to the teacher’s instructions about the activity. |
| Assess (look for) | Reflections | Assess (look for) | Sharing of knowledge learned about the water properties activity. |
| **INSTRUCTION** | | | |
| Mode(s) | Description, description, authoritative knowledge | | |
| Teacher | I will go through the steps in the activity, as well as the safety rules. I will require students to write a hypothesis for each of the parts.  After students are given the opportunity to read the instructions for each step, I will call on students to discuss the steps. | | |
| Student | Students will listen, then read the activities. They will write a hypothesis for each activity, if possible.  Students should also come up with questions about the activities. | | |
| Assess (look for) | We will discuss the activities. Students will discuss with teams. | | |
| **INVESTIGATION** | | **INVENTION** | |
| Mode(s) | Curiosity, experimentation, product evaluation | Mode(s) | Curiosity, replication, technology |
| Teacher | Stay with one group – take pictures and make observations | Teacher | Stay with one group – taking pictures, making observations |
| Student | Carry out activities | Student | Write reflections of activities…comments |
| Assess (look for) | Written conclusions/observations – reflect on activities | Assess (look for) | Reflections, comments |