

CCSS	4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
I can statement / Goal of Lesson	Goal of the lesson: To have students create a well-functioning model that we can test with water the next day!
MT will be doing...	My mentor will be walking around to students while I am teaching and making sure they are staying on task. She will also be walking around and making sure that students are using materials correctly.
How does this lesson related to previous lessons and/or DATA	This lesson relates to previous lessons because this is building on our energy unit. Students have already drawn out their models on paper so we will be actually creating them today!
Steps / Procedures	<ol style="list-style-type: none"> 1) Students will begin either at their seats or on the carpet. 2) I will be showing students how fragile the styrofoam balls are when they go on the stick. 3) Reiterating how materials should be used and how they should NOT be used. 4) Students will be placed in their groups and then they will nominate one student to be a materials handler. 5) Students will then be working in their groups and creating their models. <ol style="list-style-type: none"> a) Names must be on models! b) Must look like their drawing 6) Regroup and see the similarities and differences between all models.
Time (in minutes) and steps	Going over directions should take no more than 10 minutes. Building their models I plan to give them 20-25 minutes of work time. Regrouping to discuss similarities and differences should take about 10 minutes.
Academic/Social/Linguistic Supports for individual students	Academic Support- Some of my students struggle with understanding how energy is

	<p>transferred and how it will be shown through their models. Being with a group will help students collaborate and further their understanding by hearing the same ideas with different words.</p> <p>Social Support- Students will be able to talk with peers during the activity and talk through their thinking. This will help students become more confident in talking about science with their peers.</p>
Emergent Bilingual	<p>My multilingual students may need assistance in knowing what some of the materials are called. In order for me to support them I will be putting a materials list on the front board.</p>
Assessment	<p>I will be checking their models to make sure they are functional and similar to their drawings.</p>