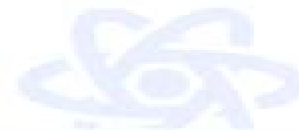


STATES OF MATTER: LESSON PLAN



MATERIALS

- Ice in a small container
- Clear plastic cups
- Syringes filled with water and isopropyl alcohol
- Paper and pens
- Water (100 ml for each group)
- Ice cubes
- Worksheet copies

OBJECTIVES: AT THE END OF THE LESSON, THE STUDENTS SHOULD BE ABLE TO:

- Identify the phases of matter and its properties: solid, liquid, and gas
- Understand that matter can change its phase when heat or energy is added or removed

COMPELLING AND SUPPORTING QUESTIONS TO GUIDE INQUIRY

- What happens to water when it turns to ice?
- When water evaporates, what becomes of its properties?

PROCEDURES

15 minutes	Introduce matter. Facilitate discussion using "States of Matter" presentation.
35 minutes	<p>Carry out experimental tasks in groups of 4 students.</p> <p>For the experiment, provide each group with</p> <ul style="list-style-type: none"> • 100 milliliters of water in a small container) • 1 ice cube • One syringe containing 5 milliliters of alcohol, and another one 5 milliliters of water • Worksheet <p>Experiment 1: Solid-to-liquid phase transformation (Melting)</p> <ul style="list-style-type: none"> • Students will be asked to note the amount of water in the glass. • Ask students to identify what phase water and ice assume. • Prompt students to drop an ice cube in the glass. Ask students to observe what happens to the ice cube and the amount of water. • Ask students what happens to the ice if it is left outside on a hot day. <p>Experiment 2: Rate of Evaporation</p> <ul style="list-style-type: none"> • Ask students to lay their hands flat on the table, palms facing up. • Using the droppers, put one drop of water on one palm and a drop of alcohol on the other palm. • Prompt students to observe the different liquids in their hands. • Ask students to watch how both hands feel with the different types of liquid. • After a minute, ask the student which palm has any liquid left.

ASSESSMENT

Students are to answer the worksheet, which asks them to identify the phase of matter for the object in the photos and the final phase of matter based on cause and effect (adding or removing heat and energy).

Inquiry Based Lessons Format Math

SJ Ball



Inquiry Based Lessons Format Math:

Effective Math Instruction Jared Dupree, 2016-02-01 This easy to use classroom resource provides a series of lessons templates and exemplars for practical classroom application and will help teachers understand the content standards and the mathematical practice standards in order to develop meaningful mathematics lessons This book primarily focuses on teachers procedural knowledge of standards implementation as they apply the information and resources presented in this book Mathematical rigor in the classroom for students includes lessons that target conceptual knowledge procedural knowledge factual knowledge meta cognitive knowledge and the application of this knowledge in context It also includes opportunities for teachers to develop all three dimensions of rigor as it applies to the Common Core *Teaching and Learning High School Mathematics* Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching *Teaching and Learning High School Mathematics* is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1.1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand

their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

Enabling Mathematics Learning of Struggling Students Yan Ping Xin,Ron Tzur,Helen Thouless,2022-07-11 This book provides prospective and practicing teachers with research insights into the mathematical difficulties of students with learning disabilities and classroom practices that address these difficulties This linkage between research and practice celebrates teachers as learners of their own students mathematical thinking thus contributing an alternative view of mathematical progression in which students are taught conceptually The research based volume presents a unique collaboration among researchers in special education psychology and mathematics education from around the world It reflects an ongoing work by members of the International Group for the Psychology of Mathematics Education PME and the North American Chapter of the PME Working Groups The authors of chapters in this book who have been collaborating extensively over the past 7 years are from Australia Canada the United Kingdom and the United States

Online Learning in Mathematics Education Karen Hollebrands,Robin Anderson,Kevin Oliver,2021-10-27 This book brings together research from mathematics education and instructional design to describe the development and impact of online environments on prospective and practicing teachers learning to teach mathematics The move to online learning has steadily increased over the past decade Its most rapid movement occurring in 2020 with most instruction taking place remotely Chapters in this book highlight issues related to teacher learning in three main contexts formal informal and experiential or practice based This volume brings together researchers from the different but related fields of instructional design and mathematics education to engage in dialogue around how we design and study the impacts of online learning in general and online mathematics education more specifically The book is very timely with most instruction taking place online and mathematics educators addressing challenges related to supporting teachers formal informal and experiential learning online A chapter in each section will synthesize ideas presented by instructional designers and mathematics educators as it relates to teacher learning in each context At the end of each section a retrospective chapter is presented to reflect on what the different perspectives offer to better understand mathematics teacher learning in online environments This book is of interest to mathematics educators researchers teacher educators professional development providers and instructional designers

Developing Mathematical Thinking Jonathan D. Katz,2014-07-07 In this country we have done a poor job of helping students come to see the wonder beauty and power of mathematics Standards can be brought into the picture but unless we think about what it means to truly engage students in mathematics we will continue to be unsuccessful The goal of this book is to begin to change the way students experience mathematics in the middle and high school classrooms In this book you will find a theoretical basis for this approach to teaching mathematics multiple guides and questions for teachers to think about in relation to their everyday teaching and over 30 examples of problems lessons tasks and projects that been used

effectively with urban students Research and Development in University Mathematics Education Viviane Durand-Guerrier, Reinhard Hochmuth, Elena Nardi, Carl Winsløw, 2021-04-15 In the last thirty years or so the need to address the challenges of teaching and learning mathematics at university level has become increasingly appreciated by university mathematics teachers and beyond by educational institutions around the world Indeed mathematics is both a condition and an obstacle to success for students in many educational programmes vital to the 21st century knowledge society for example in pure and applied mathematics engineering natural sciences technology economics finance management and so on This breadth of impact of mathematics implies the urgency of developing research in university mathematics education and of sharing results of this research widely This book provides a bespoke opportunity for an international audience of researchers in didactics of mathematics mathematicians and any teacher or researcher with an interest in this area to be informed about state of the art developments and to heed future research agendas This book emerged from the activities of the research project INDRUM acronym for International Network for Didactic Research in University Mathematics which aims to contribute to the development of research in didactics of mathematics at all levels of tertiary education with a particular concern for the development of early career researchers in the field and for dialogue with university mathematicians The aim of the book is to provide a deep synthesis of the research field as it appears through two INDRUM conferences organised in 2016 and 2018 It is an original contribution which highlights key research perspectives addresses seminal theoretical and methodological issues and reports substantial results concerning the teaching and learning of mathematics at university level including the teaching and learning of specific topics in advanced mathematics across a wide range of university programmes

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions

success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students , *New Horizons in Mathematics and Science Education* ,2001 **Resources in Education** ,2000-04

Digitally Supported Disciplinary Literacy for Diverse K-5 Classrooms Jamie Colwell,Amy Hutchison,Lindsay Woodward,2020 This practical resource will help K 5 teachers incorporate digitally supported disciplinary literacy practices into their classroom instruction With an emphasis on reaching all learners the authors present Planning for Elementary Digitally supported Disciplinary Literacy PEDDL a six phase framework that introduces readers to an approach for integrating disciplinary literacy into instruction using various types of digital tools to support literacy learning Including instructional methods and lesson plans the text demonstrates how the tools can be incorporated into the English language arts mathematics science and social studies classroom Included are core practices for disciplinary literacy learning along with the rationale behind each and examples of the PEDDL Framework in action Book Features A structured framework and lesson planning template to guide teachers in planning for digitally supported disciplinary literacy Guidance for using the

framework in the everyday curriculum including eight completed lesson plans two for each focus discipline A variety of classroom activities such as reading across texts making real world connections text analysis and using disciplinary vocabulary Digital methods and examples for reaching and supporting all learners including readers and writers who may struggle Connections to national standards in English Language Arts Mathematics Science and Social Studies **Culturally**

Sustaining Pedagogies in Mathematics and Technology Education: Research, Practices, and Critical Reflections

Terrell, Karen L.,Silva Pimentel, Diane,2025-08-08 Mathematics and technology education shape students futures while traditional teaching methods overlook the cultural backgrounds and experiences of diverse learners Culturally sustaining pedagogies CSP help reimagine math and technology classrooms so students feel valued and included This approach encourages educators to connect lessons to students communities languages and thought patterns while challenging systems that have historically excluded or marginalized certain groups Further research into culturally sustaining pedagogies can make mathematics and technology education more relevant equitable and empowering Culturally Sustaining Pedagogies in Mathematics and Technology Education Research Practices and Critical Reflections explores how culturally sustaining pedagogies transform mathematics and technology education by valuing students cultural identities and experiences It examines teaching practices curriculum design and leadership experiences that make learning more inclusive and equitable This book covers topics such as pre service teaching STEM education and artificial intelligence and is a useful resource for educators sociologists academicians researchers and scientists **Gender in STEM Education in the Arab Gulf**

Countries Martina Dickson,Melissa McMinn,Dean Cairns,2023-02-15 This book explores the critical issues in gender and STEM education in the Arabian Gulf written within a context of educational systems developing rapidly over recent decades With the ever growing need for a highly skilled gender inclusive STEM workforce the issues raised in this book are more topical than ever It presents chapters from various sectors such as children s perceptions of science scientists and their work adolescent and university years by studying large scale secondary data variations across countries in the region and finally presenting work relating to gender in STEM education The book closes with a chapter on factors of success in female leaders STEM career journeys It offers recommendations for both policy and practices in gender equity in the STEM workplace based on their experiences This book is written in a highly accessible yet academic manner It is an essential resource for a wide ranging audience interested in the complex relationships between gender and STEM **Critical Mathematics**

Education Bülent Avci,2018-11-01 Drawing on rich ethnographic data Critical Mathematics Education Can Democratic Mathematics Education Survive under Neoliberal Regime responds to ongoing discussions on the standardization in curriculum and reconceptualizes Critical Mathematics Education CME by arguing that despite obstructive implications of market driven changes in education a practice of critical mathematics education to promote critical citizenship could be implemented through open ended projects that resonate with an inquiry based collaborative learning and dialogic pedagogy

In doing so neoliberal hegemony in education can be countered The book also identifies certain limitations of critical mathematical education and suggests pedagogic and curricular strategies for critical educators to cope with these obstacles

Teaching Mathematics in the Visible Learning Classroom, High School John Almarode, Douglas Fisher, Joseph Assof, John Hattie, Nancy Frey, 2018-08-17 Select the right task at the right time for the right phase of learning How do you generate that lightbulb aha moment of understanding for your students This book helps to answer that question by showing Visible Learning strategies in action in high impact mathematics classrooms Walk in the shoes of teachers as they engage in the countless micro decisions required to balance strategies tasks and assessments demonstrating that it s not only what works but when A decision making matrix and grade leveled examples help you leverage the most effective teaching practices at the most effective time to meet the surface deep and transfer learning needs of every student **Teaching Secondary Mathematics** Gregory Hine, Robyn Reaburn, Judy Anderson, Linda Galligan, Colin Carmichael, Michael Cavanagh, Bing Ngu, Bruce White, 2016-08-15 Technology plays a crucial role in contemporary mathematics education Teaching Secondary Mathematics covers major contemporary issues in mathematics education as well as how to teach key mathematics concepts from the Australian Curriculum Mathematics It integrates digital resources via Cambridge HOTmaths www.hotmaths.com.au a popular award winning online tool with engaging multimedia that helps students and teachers learn and teach mathematical concepts This book comes with a free twelve month subscription to Cambridge HOTmaths Each chapter is written by an expert in the field and features learning outcomes definitions of key terms and classroom activities including HOTmaths activities and reflective questions Teaching Secondary Mathematics is a valuable resource for pre service teachers who wish to integrate contemporary technology into teaching key mathematical concepts and engage students in the learning of mathematics *Introductory Mathematics and Statistics through Sports* Tricia Muldoon Brown, Eric B. Kahn, 2019-06-11 Sport is a wildly popular and accessible pastime that most students find interest in The link between mathematics and sports particularly between statistics and sports is well known but is rarely used as a method for sparking a real interest and better understanding of mathematics at university level Introductory Mathematics and Statistics through Sports develops this connection and uses sport as a tool to help students get to grips with mathematics and statistics It contains valuable resources such as activities and writing projects for use in quantitative reasoning or introductory statistics classrooms These inquiry based activities and open ended writing projects are all set in the authentic framework of a sporting environment and are designed to promote critical thinking and mathematical application skills that students can apply outside of the classroom All activities and projects have been classroom tested and are ready to be implemented as they are or can be easily personalized by instructors with a helpful run down of successes and misunderstandings for each project Introductory Mathematics and Statistics through Sports places great emphasis on the communication application and internalization of mathematics for students whose primary interests are not necessarily in STEM fields *Handbook of*

Research on Learning and Instruction Richard E. Mayer, Patricia A. Alexander, 2016-10-04 During the past 30 years researchers have made exciting progress in the science of learning i e how people learn and the science of instruction i e how to help people learn This second edition of the Handbook of Research on Learning and Instruction is intended to provide an overview of these research advances With chapters written by leading researchers from around the world this volume examines learning and instruction in a variety of learning environments including in classrooms and out of classrooms and with a variety of learners including K 16 students and adult learners Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction The Handbook is written at a level that is appropriate for graduate students researchers and practitioners interested in an evidence based approach to learning and instruction The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in reading writing mathematics science history second language and physical education as well as how people acquire the knowledge and processes required for critical thinking studying self regulation and motivation The instruction section consists of chapters on effective instructional methods feedback examples questioning tutoring visualizations simulations inquiry discussion collaboration peer modeling and adaptive instruction Each chapter in this second edition of the Handbook has been thoroughly revised to integrate recent advances in the field of educational psychology Two chapters have been added to reflect advances in both helping students develop learning strategies and using technology to individualize instruction As with the first edition this updated volume showcases the best research being done on learning and instruction by traversing a broad array of academic domains learning constructs and instructional methods

Strengths-Based Teaching and Learning in Mathematics Beth McCord Kobett, Karen S. Karp, 2020-02-27 This book is a game changer Strengths Based Teaching and Learning in Mathematics 5 Teaching Turnarounds for Grades K 6 goes beyond simply providing information by sharing a pathway for changing practice Focusing on our students strengths should be routine and can be lost in the day to day teaching demands A teacher using these approaches can change the trajectory of students lives forever All teachers need this resource Connie S Schrock Emporia State University National Council of Supervisors of Mathematics President 2017 2019 NEW COVID RESOURCES ADDED A Parent s Toolkit to Strengths Based Learning in Math is now available on the book s companion website to support families engaged in math learning at home This toolkit provides a variety of home based activities and games for families to engage in together Your game plan for unlocking mathematics by focusing on students strengths We often evaluate student thinking and their work from a deficit point of view particularly in mathematics where many teachers have been taught that their role is to diagnose and eradicate students misconceptions But what if instead of focusing on what students don t know or haven t mastered we identify their mathematical strengths and build next instructional steps on students points of power Beth McCord Kobett and Karen S Karp answer this question and others by highlighting five key teaching turnarounds for improving students mathematics learning

identify teaching strengths discover and leverage students strengths design instruction from a strengths based perspective help students identify their points of power and promote strengths in the school community and at home Each chapter provides opportunities to stop and consider current practice reflect and transfer practice while also sharing Downloadable resources activities and tools Examples of student work within Grades K 6 Real teachers notes and reflections for discussion It s time to turn around our approach to mathematics instruction end deficit thinking and nurture each student s mathematical strengths by emphasizing what makes them each unique and powerful

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