## **Co-Teaching Lesson Plan**

Teacher 1: Bar	bara Agregaard Teache	r 2: Elizabeth Spring	
Co-Teaching Appro	ach(es): Place an X or a ✓ on the line in front Parallel Teaching Tear One Teach,One Observe One	t of each approach outlined in the lesson. n Teaching Station Teaching Teach,One Assist Alternative Teaching	
Subject: Physical Scien	ce Topic/Lesson:	Date: 6/27/17	
Standard(s): PS.3 b The student will PS.1 m The student wil which models Lesson Outcomes:	investigate the modern model of atomic structu I demonstrate an understanding of scientific rea and simulations are constructed and used to illu	re. asoning, logic, and the nature of science in ustrate and explain phenomena.	
Materials Needed: Interactive Notebook to access previous notes, Note Card, Comparison Table handout, Chromebook			
Vocabulary: atomic structure, electron, neutron, nucleus, proton, energy level, electron cloud			
Lesson Component	Agregoord	Spring	
Co Toophing Approach:	solar system model of the atom and a S&H's electron cloud model (formative assessment).		
One Teach, One Assist			
Lesson: Activities/ Procedures (Students are broken into two heterogeneous groups).	<ol> <li>Lead students in completing comparison table through step 7.</li> <li>Bring students back together to share and discuss the characteristics of the Bohr and S&amp;H models.</li> </ol>	<ol> <li>Lead students in completing comparison table through step 7.</li> </ol>	
Co-Teaching Approach: Parallel Teaching.			
Guided/Independent Practice	Write a summary of the two models to complete the comparison table. Teacher circulates to help with completion of summary.	Teacher circulates to help with completion of summary.	
Co-Teaching Approach:			

One Teach, One Assist		
Closure	Students share summary paragraph orally.	
Co-Teaching Approach: One Teach, One Assist		
Formative Assessment Strategies	The summary is the formative assessment.	
Co-Teaching Approach: Homework	GT: Complete research on most recent developments in atomic structure and write a paragraph on your findings.	
Specially Designed Instruction and Accommodations, Modifications for Specific Students	Students may choose to use chromebook or hard copy for completing the comparison table. ESL Students: Partner will read comparison table. ESL student will draw a diagram. Teacher will give ESL students a completed Spanish copy of comparison table.	
Notes:		