

Co-Teaching Lesson Plan

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Teacher 2: Joi Gause

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Co-Teaching Approach(es): Place an **X** or a **✓** on the line in front of each approach outlined in the lesson.

- Parallel Teaching Team Teaching Station Teaching
 One Teach, One Observe One Teach, One Assist Alternative Teaching

Subject: Biology Topic/Lesson: Properties of Water Date: _____

Standard(s): Bio.2a.

Lesson Outcomes: TSWBAT understand the properties of H₂O by comparing / contrasting adhesion + cohesion.

Materials Needed: Water, pennies, beakers, straws, pipettes, paper towel

Vocabulary: adhesion, cohesion, capillary action, surface tension

Lesson Component	Teacher 1	Teacher 2
Anticipatory Set	<p><u>Hook: T or F is it possible for organisms to walk on water?</u></p> <p>Select 3 students to report out response / justification.</p>	<p><u>Distribute</u> Turn to your shoulder partner to discuss 30 sec.</p> <p>Display water spider video to demonstrate an organism walking on H₂O.</p>
<p>Co-Teaching Approach: <u>Teaming</u></p> <p>Lesson: Activities/ Procedures</p> <p>1. Water drops / Pennies</p> <p>2. Straw in water</p> <p>3. Water Olympics</p> <p>Co-Teaching Approach: <u>Stations</u></p>	<p><u>Station 1:</u> TSW determine how many drops of H₂O can fit on a penny. <u>*(Task cards w/ directions + questions @ each station)*</u></p> <p><u>Station 2:</u> TSW demonstrate capillary action by placing a straw in to a glass of water.</p> <p><u>Station 3:</u> TSW use 3 brands of paper towels to study adhesion and capillary action.</p> <p>Teachers rotate / Monitor groups as needed.</p>	<p><u>Teaches Adhesion</u></p> <p>completes characteristics portion of comparison table</p> <p>Models the Think-Aloud Strategy and students follow along to complete their comparison table.</p> <p>Repeat this strategy to complete the like, unlike, and extensions portions of the table.</p>
<p>Guided/Independent Practice</p> <p><u>Comparison Table (Water Properties)</u></p> <p>Co-Teaching Approach: <u>teaming</u></p>	<p><u>Teaches Cohesion</u></p> <p>completes characteristics portion of comparison table.</p> <p>Models the Think-Aloud Strategy and students follow along to complete their comparison table.</p> <p>Repeat this strategy to complete the like, unlike, and extensions portions of the table.</p>	<p>Demonstrates the like categories and how to complete the comparison table.</p>
<p>Closure</p> <p><u>Summary portion of comparison table.</u></p> <p>Co-Teaching Approach: <u>teaming</u></p>	<p>Demonstrates the unlike categories and how to complete the comparison table.</p>	<p>Demonstrates the unlike categories and how to complete the comparison table.</p>

<p>Formative Assessment Strategies for the duration of class.</p> <p>Stations/ One Teach/Observe Co-Teaching Approach:</p>	<p>1. Pre-printed questions (2) will be located at each water properties investigation station. Students will be given a station lab sheet to complete with their collaborative group.</p> <p>2. Turn and Talk to your shoulder partner to answer the Do Now question.</p>	<p>Students will be given a station lab sheet to complete with their collaborative group.</p>
<p>Homework</p>	<p>Write a poem/letter/song to water specifically addressing adhesion, cohesion, surface tension, and capillary action.</p>	
<p>Specially Designed Instruction and Accommodations, Modifications for Specific Students</p>	<p>Modeling Verbal prompts Visual prompts timers Chunking Written prompts/directions Graphic Organizer</p>	<p>Self-monitoring strategies Cue cards</p>

Notes: