Co-Teaching Lesson Plan

Teacher 1: Sher	ri Mair, Chelsea Lee	Teacher 2: Bri	ttany Richards	
Co-Teaching Approa	ch(es): Place an X or a ✓ on the li — Parallel Teaching — One Teach,One Observe	Team Teaching	Station Teaching	
Subject: 6th Grade General Scien	Topic/Lesson: Structure of an Ator	m	Date:	
Standard(s): SOL 6.4 a,b,c SOL 6.1 c,i				
Lesson Outcomes: The student will understand and model the parts and structure of atoms.				
Materials Needed: Modeling clay in three different colors, plastic knives, Google Doc handout, large bag of larger multicolored candy and a large bag of smaller candy, metric ruler, large round paper plates, atomic structure display chart or projection, Periodic Table of Elements.				
Vocabulary: atom, electron, element, neutron, nucleus, proton, subatomic particle				
Lesson Component	Teacher 1		Teacher 2	
Anticipatory Set	Brainstorm objects that have a matter on the outside and different the center. Groups share answers and m written on board.	encouraging control. aster list Show mod atoms coul students ide	lel of an atom, discuss how d be added to the list. Have entify which part of the matter on	
Co-Teaching Approach:	One Teach One Assist Team Tea		One Assist Team Teaching	
Lesson: Activities/ Procedures	One Teach, One Assist, Team Teach students about protoneutrons. Location of each particharge and a mnemonic deviation of the assist student remembering the charges. 15 minutes.	ons and Teach studicle, their the particle ce (hand device (hand	One Assist, Team Teaching ents about electrons. Location of e, itscharge and a mnemonic d motion) to assist students with ng the charge.	
	Students will switch groups to othe to learn the other concept. 15 mir		ill switch groups to other teacher other concept. 15 minutes	
	Have students fill in the blanks an hand motions as you read the follo "The center of an atom is called the The nucleus is made up of two particles, the and the _ Protons have a characteristic characteristic controls have Cutside the nucleus are the Electrons have a characteristic characteristic controls are the characteristic controls.	wing: ne kinds of rge, and charge.	performing hand signals while s reading the passage.	
Co-Teaching Approach:	Parallel and Team Teaching	Parallel and	I Team Teaching	

Guided/Independent Practice	Walking around assisting students as they create the model. 4. Have students access the digital worksheet: Atomic Structure 5. Complete #1 on the worksheet as a class. Draw a diagram to illustrate and label the cross section of the clay atom. 6. Provide instruction for the students to complete the remainder of the worksheet independently.	 Assist students in creating a model of an atom using clay. Be sure to explain electrons move very fast and are found in a general area called the "Electron Cloud" After students have completed their models, cut in half to observe its cross section.
Co-Teaching Approach:	Team Teaching, One Teach/One Assist	Team Teaching, One Teach/One Assist
Closure	Students will complete the Comparison Table. Concept 1: proton, Concept 2: neutron Concept 3: electron. The summary must include information from notes, activity as well as the Comparison Table.	Review mnemonic device/sentence with students prior to Comparison Table.
Co-Teaching Approach:	Team Teaching	Team Teaching
Formative Assessment Strategies	Exit Ticket: Where are the subatomic particles of an atom located and what are the charges of each?	
Co-Teaching Approach:		
Homework	Use the Periodic Table to choose 2 elements and create a model of each. One atom should have an atomic number between 5 and 10, the other atom should have an atomic number between 15 and 20.	
Specially Designed Instruction and Accommodations, Modifications for Specific Students	Student with written language deficit: • Mnemonic Device • Check notes for completeness. • Preferencial Seating • Have student verbalize the directions back to teacher.	Teachers share responsibility for assisting this student.
Notes		