Co-Teaching Lesson Plan

Teacher 1: Carrie Walston **Teacher 2: Nancy Palkovics**

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: **Grade 6 Science**	Topic/Lesson: **Universal Solvent**	Date: 6/27/17
Standard(s): 6.5a and 6.1f		
Lesson Outcomes: Students will be able to understand that water is the universal solvent because it dissolves many substances.		
Materials Needed: beakers, water, measuring spoons, sugar, salt, sand, vegetable oil, rubbing alcohol, worksheets, test tubes, test tube rack, graduated cylinder, margarine, goggles		
Vocabulary: adhesion, solute, solution, solvent, universal solvent		

Lesson Component	Teacher 1	Teacher 2
Anticipatory Set 1. Pass out copies of the attached Inquiry Graphic Organizer handout. 2. Put 50 ml of water in each of three beakers. Place 1 tsp. salt in one of the beakers, 1 tsp. sugar in another, and 1 tsp. sand in the third. Stir all three vigorously. Tell students to make observations and list them on the graphic organizer. Ask students which mixtures formed solutions. Have them explain their answers. Ask them which substance in each beaker is the solvent (water) and which is the solute (sugar, salt). 3. Put 50 ml of water in each of two clean beakers. Add 50 ml of oil to one of the beakers and 50 ml of rubbing alcohol to the other. Ask students to make observations and list these also on the graphic organizer. Ask students which mixture formed a solution, based on their observations. Have them explain their answers and write them on the graphic organizer. Ask them which substance is the solvent and which is the solute. 4. Have students develop class definitions for solution, solvent, and solute. *Co-Teaching Approach: One Teach, One Assist*	Teacher 1 will follow step 2. Call on students to place the water, salt, sugar, and sand in the beakers. Question students on their observations. Teacher 1 will assist with step 3. Circulate the room while teacher 2 teaches. Teacher 1 will follow step 4: Discuss the definitions with the students for solution, solvent, and solute.	Teacher 2 will pass out graphic organizer and circulate around classroom during step 2. Teacher 2 will call on students to complete step 3 with oil and rubbing alcohol. Teacher 2 will write definitions on whiteboard as teacher 1 and class compose them.

Lesson: Activities/ Procedures 1. Organize students into lab teams of four or five students each. 2. List materials on the board, and ask, "How could you use all or some of these materials to design an investigation to demonstrate the ability of water to dissolve materials?" 3. Give teams time to brainstorm, and allow them time to fill out the graphic organizer and come up with an experimental design. (A sample lab investigation is attached: Universal Solvent—Sample Lab Design.) *Co-Teaching Approach: Parallel Teaching*	Teacher 1 will circulate and aid groups 1-4 with the brainstorming and procedures.	Teacher 2 will circulate and aid groups 5-8 as they carry out the procedures.
Guided/Independent Practice 4. Instruct the teams to write up their lab design and get your approval before proceeding with the investigation. 5. Allow the teams to conduct their experiment and complete their lab reports. Conclusion: 6. Which solvent dissolved the most solute? Why? *Co-Teaching Approach: Parallel Teaching*	Teacher 1 will circulate and aid groups 1-4 with conducting the experiment..	Teacher 2 will circulate and aid groups 5-8 as they carry out the procedures.
Closure Questions : What gives water the ability to dissolve so many solutes? How does the ability of water to dissolve materials aid in life processes? *Co-Teaching Approach: Team Teaching*	Both teachers will list observations from their side of the room and then ask the discussion questions to the class for responses.	
Formative Assessment Strategies The Concept Comparison Routine- Universal Solvent (Box 2) Soluble and Insoluble (Box 1) *Co-Teaching Approach: Alternative Teaching*	Teacher 1 will work with the larger portion of the task to fill out the Concept Comparison Routine.	Teacher 2 will take a small group of students who require more individual attention to complete the Content Comparison Routine.
Homework Writing Prompt: Describe in your own words and with illustrations what happens when sugar dissolves in water.		Create sentence starters for students who require support in writing.

Specially Designed Instruction and Accommodations, Modifications for Specific Students Alternative Note-taking/Cloze procedures graphic organizer visual schedule for procedures Modeling Social Skills Sentence Starters Highlighted materials Verbal summarization	Make copies, modeling, verbal summarization, social skills	Create sentence starter, cloze notes and visual cues Modeling Verbal summarization Social skills Highlight materials as needed

Notes:

Worksheets and graphic organizers can be found at:
http://www.doe.virginia.gov/testing/sol/standards_docs/science/2010/lesson_plans/grade6/matter/sess_6-5a.pdf