|  |
| --- |
| **Teacher Name:**  |
| **Target Grade***:*  | **Lesson Title:**  |
| **Topic(s)**:  |
| **Performance Expectation(s) (STANDARD) from State Standards or NGSS:** |
| **Lesson Objective(s)** |
| **Lesson Body:** |
| **Materials Needed per group:****Non-consumables** | **Materials Needed per group:****Consumables** |
| **Phenomena – Problem** |

|  |  |
| --- | --- |
| **What Is the Teacher Doing?****Gathering:** | **What are the Students (Ss) Doing?****Gathering:** |
| **Reasoning:** | **Reasoning:** |

|  |
| --- |
| **Suggested Prompts Using Crosscutting Concepts to Stimulate Class Discussion:** |
| **Communicating:** | **Communicating:***
 |
| **Assessment of Student Learning** ***Assessment of Student Learning**** *SCORE 4 – Student can identify and mathematical prove, using evidence, that...*
* *SCORE 3 – Student identifies that the impulse is reduced and can use justification based upon evidence.*
* *SCORE 2 – Student identifies that impulse is smaller or reduced.*
* *SCORE 1 – With assistance, student could achieve either 2 or 3.*
 |