Rio Grande Educational Collaborative
Before and After School Program Lesson Plan

Lesson Title:	Static Electricity	**School: Barcelona**	Date:2/10/20
Instructor Name:	Chrislynn Nieto		
Class Size	5	**Lesson Credits: (Where did you get your ideas for you lesson ie: website)** **Science night at Barcelona**	

Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.

NM State Standards:

Please Visit www.mystandards.org

CCSS.ELA-Literacy:
SL.3.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.2-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
L.3.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RI.3.4-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
NM Science Content Standards, Benchmarks, and Performance Standards:
Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
5-8 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.

Learning Objectives:

[*Instructional context*] After listening to *If You Decide to Go to the Moon* by Faith McNulty and identifying relevant words during the read-aloud [*what students will do*] students will write a list of words [*what students will learn*] that are content-specific vocabulary.

Students will be able to identify static electricity

Students will be able to discuss how static electricity works

Lesson Materials & Equipment

Item:	Quantity:	Special Requests for RGEC Equipment:
Balloons	5	
Empty soda cans	5	

INSTRUCTIONAL SEQUENCE Please note: *This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.*

***Body of the Lesson: 1.** (What you will say/do to assess, connect to, or build, necessary background knowledge.
2. Describe step-by-step what the students will be doing during the lesson.
3. Opportunities to participate in small groups.
4. Activity to process daily participation

1. Read a definition of static electricity to the students and ask questions to see if the students understand what static electricity is and how it works.
2. Explain to the students that they are going to make static electricity by rubbing a balloon on top of their hair and they will try to get an empty soda can to move with the static electricity they make by rubbing the balloon on their hair.
3. Have an adult blow up the balloons and tie them
4. You may break up the students in to groups if you have a large number of students.
5. Pass out a balloon to each student or each group and an empty can
6. Demonstrate how the students are to rub the balloon on top of their head against their hair to create the static electricity and show how that can move an empty soda can.

Signature: _____ **Date:** _____