

**Outcome(s) of Lesson: (Blooms or I can statement)**

**5-5-1** Recognize and appreciate the potential dangers involved in using sources of electrical currents:

- understand that household electrical currents are potentially dangerous and not a suitable source for experimentation
- understand that small batteries are a relatively safe source of electricity, for experimentation and study, but that care should be taken to avoid short circuits
- understand that short circuits may cause wires to heat up, as well as waste the limited amount of energy in batteries.

**5-5-5** Distinguish electrical conductors—materials that allow electricity to flow through them— from insulators— materials that do not allow electricity to flow through them.

**How will I know students have achieved the learning outcome(s)?**

Students will be able to answer all of the Jeopardy questions.

**Hook:**

Play the intro song and slide for the Jeopardy game.

**Learning Opportunities:**

Time	Learning Opportunity	How do I check that students understand what to do?
5 mins (10:15-10:20)	Introduction - Instructions for how to play Jeopardy - Play in table groups <ol style="list-style-type: none"> <li>1. Pick a category and a point value.</li> <li>2. Teacher clicks on the chosen box for the question.</li> <li>3. Students must give the answer in the form of a question before clicking again. The teacher may want to set a time limit for answering the question.</li> <li>4. To see if a student or group is correct, click again for the answer.</li> <li>5. Click the picture of Alex Trebek button on the slide to return to the mainboard.</li> <li>6. If the student or team is correct, they are awarded the point value of the question.</li> <li>7. Continue until all questions have been answered.</li> <li>8. Everyone answers the “Final Jeopardy” question and get to decide how much money they want to wager.</li> <li>9. The team with the most points wins.</li> </ol>	Thumbs up, thumbs down, thumbs over
		<p style="text-align: center;"><b>Materials Needed</b></p> - “Jeopardy - Electricity - Part 1” PowerPoint - “Jeopardy - Electricity - Part 1 - Teacher Notes” laminated sheets - Teacher dry erase marker
25 mins (10:20-10:45)	Jeopardy - Allow groups to pick their own names (write on flip chart) - Play game - Keep track of points on flip chart - Game will continue on after phys ed class	

How do I differentiate for ALL learners?	Accommodations (ISP's)
<p><b>Beginning:</b> Assist the group with answers.</p> <p><b>Developing:</b> Work as a group to come up with answers.</p> <p><b>Exceeding:</b> Work as a group to come up with answers.</p>	
<p><b>Transition: (what will students do when they are finished?, how will we move to the next learning opportunity?)</b></p> <ul style="list-style-type: none"> <li>● Students will leave their desks as is and line up for phys ed</li> </ul>	

<p><b>CLOSURE:</b></p> <ul style="list-style-type: none"> <li>● Let students know that we will continue to work on these arcade games and will get more in-depth as we continue on</li> <li>● If students do not understand or respect electricity safety, they will not be allowed to work with it in all the upcoming activities</li> <li>● Next, we learn what everyone's ideas are and make sure we have a variety of games</li> </ul>
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**Lesson Plan Analysis:** Using your lesson above, describe the following: (This information MUST be in your learning opportunities)

<b>Cooperative Learning Strategies used</b>	Jeopardy game Read aloud Table group discussion
<b>Movement Breaks</b>	Forming groups Lining up for phys ed
<b>Modes of Learning</b>	Interpersonal Intrapersonal Verbal-linguistic
<b>Higher-Order Question(s)</b>	What is Electricity Produced by Humans/Batteries? What is electricity? What is the rule for explaining how the parts of a battery and lamp must be connected in order for the lamp to light up?

**Reflection and Revisions:**