

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 1		<b>Subject:</b> Science	
<b>Materials:</b> small table, anchor chart, fish food container, chaos tower pieces		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input checked="" type="checkbox"/> <b>Discussion/Debate</b> <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> 1.6.2. Use several steps to complete a task (e.g., building blocks, art project, group investigation)		<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> By the end of the lesson, students will be able to complete multiple steps to find a solution by constructing a working model for the given problem.			
<b>Bloom's Taxonomy Cognitive Level:</b> Create			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> While brainstorming, students will work independently. During the first collaboration, students will work with their pod peers. Students will join me at the carpet (at their assigned carpet spots) when it is time to vote and then they will be assigned a team by numbering off 1, 2, or 3. I will designate a place in the room for each team to work.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> During share time, students must listen quietly when it is not their turn to talk and feedback must be constructive (no put downs). Once teams have been assigned, I will designate a team leader in each group and that student is the only one allowed to leave the group to retrieve needed materials from the front of the room. The team leader will also be responsible for bringing the completed segments to the wall when it is time to assemble the whole course. During brainstorming times, students' voices should be at a Level 0, but a Level 2 voice may be used during times of collaboration and construction to communicate their ideas.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> I will have a blank anchor chart out and the chaos tower pieces displayed in the front of the room. A small table (where the fish tank will be set up next week) will be positioned in a fixed location along the same wall as my desk.		
1	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> First, I will ask the class if they have any pets at home and have them think about what their responsibilities are with that pet. (If a student does not have a pet, they can think about a family member or a friend who does.) Then, I will tell the class that I want to bring a fish into the classroom as our class pet next week, but first we need to think of everything we will need to do to make sure they survive in our room.		
4	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <u>Day 1</u> <ul style="list-style-type: none"> <li>• After creating a list on the board of everything our class fish will need, I will explain that we just <b>brainstormed</b> (we all thought about the same question to figure out as many answers as we could. Then we put all of our ideas together on the board.)</li> <li>• Then I will highlight the fish's need for food. We will talk about the importance of the fish being fed every day, and I can't bring it in unless we can find a way to remember to do this.</li> <li>• I will write the essential question on the top of an anchor chart. (How will we remember to feed our class fish every day?)</li> <li>• Then I will introduce the materials they will get to work with for this activity. They will be using pieces from the chaos tower set, marbles, and a container of fish food. Students will be given a few minutes to come up and pass the pieces around to begin familiarizing themselves with these new materials.</li> <li>• Next, I will write the 3 elements they must keep in mind throughout this activity underneath the essential question.             <ul style="list-style-type: none"> <li>○ The fish must be fed every day.</li> <li>○ The food container cannot be touched by student hands, only by the marble.</li> <li>○ The structure must go along the wall, starting at my desk and ending by the small table with the fish tank on it.</li> </ul> </li> </ul>		
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	<u>Day 2</u>	<ul style="list-style-type: none"> <li>I will begin by explaining that today we will be working on <b>problem solving</b> (working with your team members to find an answer for an obstacle you face) and making <b>modifications</b> (small changes your team will make to the design to make our course better).</li> </ul>		
		<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p><u>Day 1</u></p> <p>2</p> <ul style="list-style-type: none"> <li>Students will take out their science journals and write the essential question and 2 elements.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>Then they will silently brainstorm ways to use the pieces to get a marble to follow a path and hit the fish food container just right to pour food into the tank. They will draw a picture/diagram of their plan. They can choose to add words to explain their thinking or label various parts.</li> </ul> <p>7</p> <ul style="list-style-type: none"> <li>They will then turn and share their ideas with their pod peers. After each member has a turn sharing, they will begin talking about what they think will and won't work in each other's designs. I will give each pod a piece of graph paper for them to make a rough sketch that includes the best elements from each of their original brainstorming ideas.</li> </ul> <p>5</p> <ul style="list-style-type: none"> <li>Each pod will bring their sketch to the front of the room and we will have a large class discussion similar to the ones they had at their pods. We will determine which design will most likely have the best outcome and that will be the design the class will work to construct.</li> </ul> <p><u>Day 2</u></p> <p>10</p> <ul style="list-style-type: none"> <li>The winning design from yesterday will be divided (by me) into 3 parts. Students will then be divided (by me) into 3 teams and assigned the beginning (by my desk), middle, or end (by the fish tank) segment. Each team will be responsible for the construction of their segment, problem-solving any obstacles along the way. When they run into an obstacle, they must record it in their journals and write down the solutions they came up with to overcome it.</li> </ul> <p>2</p> <ul style="list-style-type: none"> <li>Once each team has completed their segment, an assigned team leader will bring it over to my desk to assemble the complete course. A test run will be performed.</li> </ul> <p>8</p> <ul style="list-style-type: none"> <li>Based on the results of the test run, students will go back to work with their team on their segments. They will discuss what changes they want to add to make the next run more successful. Any changes they want to make will be noted in their journals. Pictures and words are both acceptable. They will make the necessary changes and bring their segment back up to reassemble the course.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>If it is unsuccessful again, the class will work together to make simple changes until the desired outcome is achieved.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>Once the marble run successfully dumps fish food into the tank, students will return to their desk and make a final sketch of the working course.</li> </ul>		
5		<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>We will take a closer look at each of the steps they completed, so they have a better understanding and a deeper appreciation for the work they completed as a class (brainstorming, collaboration, problem-solving, testing, and making modifications).</li> <li>Then I will ask students what they thought was the toughest part of this whole process? What did they find the most interesting/fun?</li> <li>Now that we have a fun way to remember to feed the fish every day, we will add a card to our class jobs. Running the marble course will be added to the class jobs rotation, so each student will have a week to feed the fish.</li> </ul>		
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>I will check their science journals to make sure they have the essential question, the 3 required elements, their brainstorming sketch, problem-solving steps for overcoming obstacles, modifications list, and a final sketch of the working model.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> </td> </tr> </table>	<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>I will check their science journals to make sure they have the essential question, the 3 required elements, their brainstorming sketch, problem-solving steps for overcoming obstacles, modifications list, and a final sketch of the working model.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>				