

Lesson Planner

Overview

Lesson Overview:	Introductory Lesson for Kindergarten Unit on Forces
-------------------------	---

Stage 1 – Desired Results

Big Ideas

The motion of objects depends on their properties.

Core Competency

Question and Investigate

Concepts	Unit Understanding	Transfer Goal	Essential Question
Push and Pull	<p>Students will understand that...</p> <p>Objects can move</p>	<p>Students will be able to independently use their learning to...</p> <p>Explain the effect of force on an object</p>	<p>Students will keep considering...</p> <p>Why do things move?</p>

First Peoples Principles

Learning is holistic, reflexive, reflective, and experiential.

Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Representing observations and ideas by drawing charts and simple pictographs. 	<p>Students will know that...</p> <ul style="list-style-type: none"> The effects of push and pull on movement.

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative:	Formative:
Culminating Performance Task(s) at the end of the unit to show understanding	Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

How does this lesson align to the GRASPS task ?

Beginning to build student vocabulary so they can talk about the machines they build and how they work to push and pull.

Summative and Formative :

Consider how ongoing assessment is clear, specific, and timely to support student progress

Student input to KWL chart

Student input to their Science Journal – drawing something that is either pushed or pulled.

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

1. Read the story “And Everyone Shouted Pull” and discuss the vocabulary that was introduced.
2. Build a word bank of related science vocabulary.
3. Concept Attainment – create a class T-chart of objects that can be pushed and objects that can be pulled.
4. Students then work in their Science Journals to draw item(s) that can be pushed and/or pulled. Teacher can scribe any associated language. Have students title each page push or pull.
5. Adaptations: students could draw only one item for each category;
6. Adaptations: can tell teacher what they want to draw and teacher could scribe
7. Extension: think of an item(s) that could be both pushed AND pulled
8. Extension: capable students could write their own descriptions using the word bank to copy from
9. Extension: draw an object from your imagination that could be pushed or pulled or both

Resources:

And Everyone Shouted Pull by Claire Llewellyn
Science Journal template

Teacher: Lesson Reflection

What aspects of the lesson went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this lesson ?

Were there any unintended outcomes?

Were students engaged?