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Lesson Plan Template

Lesson Segment Focus: **Push & Pull**

Lesson _____ of _____

Course & topic addressed: **Science – Forces (Push & Pull)**

Date: **11/27/18** Grade: **K**

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the difference between certain forces, with the focus of push and pulls.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have learned of the certain objects used when it comes to pushing and pulling. Students will also have prior knowledge of forces.
Knowledge of students background (personal, cultural, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Forces Push Pull Pulley
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	Incline
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Materials

Materials needed by teacher for this lesson.	<p>Create padlet Computer Projector</p> <p>2 paperclips 36 inches of string Plastic berry basket Small figurine Notebook and pencil</p> <p>Woksheets</p>
Materials needed by students for this lesson.	<p>Materials listed above – from teacher</p> <p>Worksheet Writing utensil</p>

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10	<u>Introduction:</u>	<p>To introduce the lesson, we will watch a Brain Pop over push & pulls. This will introduce the students to the content.</p> <p>I will then introduce the activity we will be doing.</p>
45	<u>Instruction:</u>	<p>We will first start by doing an activity.</p> <p>Once my students are in groups, I will pass out the utensil, and give the instructions.</p> <p>We will work to make these together.</p> <p>Once we are finished we will do a worksheet, which will serve as an assessment to see where my students' understanding level is.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10	Closure:	We will do a group discussion on what we learned during the lesson, and what we found fun, and what we still have questions about.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I can group students who may be slower learners, to students who show leadership, to be able to help them. I will also seat these students close to me, so that I am able to assist when needed. I can make an alternative activity, easier for students with disabilities to do.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I can show the students more videos, or have them do smaller activities to ensure their understanding.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>