

## Lesson Plan Template

<b>Grade:</b> kindergarten	<b>Subject:</b> science
<b>Materials:</b> various classroom objects collected in a basket for students to decide if they push or pull the object or if it is both, basket, ball, push/pull charts	<b>Technology Needed:</b> none
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <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 type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b>  PS2.A: Forces and Motion -Pushes and pulls can have different strengths and directions.	<b>Differentiation</b> <b>Below Proficiency:</b> -They have little pictures at the bottom of their chart to help remind them the different between push or pull -When I am walking around, I will help them work through an object to help rereach them the difference between push or pull and understand it -The children can reference my chart that I have hanging up front -They will work through categorizing the items with their peers and their peers  <b>Above Proficiency:</b> -I will ask them to bring other items from around the classroom to their table and they will discuss whether it is a push or pull item -The student could also think about push or pull items they could think of on the playground or their house -The student could think of things they push or pull to get them to work (lawnmower, vacuum, sweeper)  <b>Modalities/Learning Preferences:</b> Tactile- the students are manipulating the items with their hands and they are choosing whether they can push or pull the items with their hands Auditory- listen to me as I discuss the different between push and pull. They will also listen to their peers as they work together discussing the items and what category they think they should be placed in. Visual- They will create graphs to see what the greatest number of items is in their bucket for the 3 categories. They also are using real items to see how they work and if they move from a push or a pull or push and pull.
<b>Objective(s)</b> By the end of the lesson the students will be able to understand and categorize the difference between push or pull items and record how many push, pull, or push and pull items their basket had.  <b>Bloom's Taxonomy Cognitive Level:</b> understand	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  -students are expected to sit in their whole-body listening positions at the community circle -students are sitting in their assigned groups and are expected to participate with their peers -students are expected to examine each item together, taking turns, and placing it in the correct column -students are expected to keep count and document their finds on their own graph -students are expected to listen for me when I clap and clap back to give me their attention -students are expected to share one of their finds and tell us why it is either a push, pull, or push and pull item
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  -The students will be at their community circle -After discussion I will call students by name to their groups based on who is showing me they are ready to learn -I will instruct the students to not touch the items in their buckets, charts, or their graphs -once the students have finished sorting out their push or pull items after about 5 minutes, I will use a clapping attention getter -I will call students back to the community circle to talk about their findings -after our discussion, I will ask them to put their items back in the baskets and bring them to Miss Harris's table and their graphs with their names on it can go in their folders and I will collect them. -After putting away their things they will be instructed to sit back down at the community circle	

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Minutes	Procedures
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>-Have 6 baskets ready with different classroom items</li> <li>-Have graphing sheets so they can keep track of how many items they have of each</li> <li>-Have a paper that is sorted into columns with labels of push, pull, push and pull on them</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>-Ask- What are some ways we can make something move?</li> <li>-Think about sports, how can we make a ball move in the sport?</li> <li>-Have students at center circle and bring a ball into the classroom</li> <li>-Push the ball to different students in the classroom, have them push the ball back to me. Explain the pushing motion.</li> <li>-Have the ball in front of me and have to pull it back to me, have some students repeat that motion. Explain the pulling motion.</li> <li>-Now take the scissors, ask the students if they notice any movements that were the same as when I was pushing or pulling the ball, can repeat the same kind of questions with showing a rubber band or post it notes.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>-vocabulary: pushing, pulling               <ul style="list-style-type: none"> <li>-pushing: moving an object away from you</li> <li>-pulling: moving an object closer to you</li> <li>-force: push or pull that makes something move or change direction</li> </ul> </li> <li>-Procedure               <ul style="list-style-type: none"> <li>- The students will gather at their community circle by using the hand claps to gain attention and ask the students to move to the community circle</li> <li>-Ask what are some ways we can make something move?</li> <li>-Think about sports, how can we make a ball move in the sport?</li> <li>-Have students at center circle and bring a ball into the classroom</li> <li>-Push the ball to different students in the classroom, have them push the ball back to me. Explain the pushing motion.</li> <li>-Have the ball in front of me and have to pull it back to me, have some students repeat that motion. Explain the pulling motion.</li> <li>-Now take the scissors, ask the students if they notice any movements that were the same as when I was pushing or pulling the ball, can repeat the same kind of questions with showing a rubber band or post it notes.</li> <li>-After discussion I will call students by name to their groups based on who is showing me they are ready to learn</li> <li>-I will instruct the students to not touch the items in their buckets, charts, or their graphs</li> <li>-I will explain that in their buckets there is different items and they all need to take turns placing the items in the correct places</li> <li>-Each student will be handed a graph sheet and their bucket full of push and pull items, they will mark on their graph how many of each item their group had</li> <li>-The students will find a place in the room to work with their group</li> <li>-I will walk around to the different groups and ask how they knew where to place the item. I will also help them if they are having trouble deciding what item belongs in what group</li> <li>-once the students have finished sorting out their push or pull items after about 5 minutes, I will use a clapping attention getter</li> <li>-I will ask the students to leave their objects and graphs at the sports they are at and to come back to the community circle to talk about their findings</li> <li>-I will ask different groups if they'd like to share their scientific findings, if so I'd ask how many of ____ they had in their basket. I will also ask them to tell me one item from their basket and tell how they decided to put it in that category. We will go around the room talking about</li> <li>-after our discussion, I will ask them to go back to their group spots and put their items back in the baskets and bring them to Miss Harris's table and their graphs with their names on it can go in their folders</li> <li>-After putting away their things they will be instructed to sit back down at the community circle</li> </ul> </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>Reflective questions-</p> <ul style="list-style-type: none"> <li>-Look around you for something in this room, what is something that you could push away from you? What is something you could pull toward you? How do you know?</li> <li>-Let's imagine we are taking a trip to Target or Walmart. What are some different push or pulling forces we would see at these stores?</li> </ul>

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	<p><b>Review (wrap up and transition to next activity):</b></p> <p>-Today we were scientists and discovering items that we pushed and pulled. You all looked at objects and items that could be found around Miss Harris's classroom that were either a push and/or pull item. Next time you're at home I hope you find some items that you have to push or pull.</p>	
	<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Walking around the classroom and engaging with the students and hearing them discuss what items belong under either push or pull.</p> <p><b>Consideration for Back-up Plan:</b></p> <p>If the students are having a hard time with the items, pull them back into the center circle and go over the items together that were in their baskets. As we go through, we will mark the items on their chart together.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>none</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b> none</p>
	<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Overall, this lesson went well. I thought this lesson in about 15 minutes, so it was a quicker lesson. If I were to teach this lesson again, I would make sure I would do a better job of scaffolding at the beginning. I think it would have helped the students to walk through the "we do" portion of the lesson more. I could tell this because when I broke the students into their groups, some of the groups had a hard time understanding what their task was. I went to the different groups and retaught them instead of calling the whole class back together, which I should have done. If I teach this lesson again in the future, I will make sure I really walk through every step with the students before I place them into small groups, so everyone understands where to place the items and how to fill out the chart. I like the thought and the idea of this lesson because it can be integrated it into math because of filling out the chart. Something that I thought I did really well during the lesson was connecting the content to real life things. The students like being able to look around the classroom and discussing different items that were push, pull, or both. I would teach this lesson again because I feel like you could connect this to a math lesson as well and the students enjoyed the hands on learning.</p>	