David Villarreal

|  |
| --- |
| **UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE-Short Form** |
| **Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)**  NGSS-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.  CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **Lesson Objective: What do you want students to know and be able to do? (TPE 3)**  Students will explore this introduction to motion by investigating pushes through exploration using cups and straws. |
| **Assessment: Formal and Informal Assessment. (TPE 5)**   * **What evidence will the students produce to show they have met the learning objective?**   I will walk around to listen in on turn and talks. Students will also be journaling their experiences at the end of the activity by drawing a picture and writing a sentence.   * **What modifications of the above assessment would you use for language learners and/or students with special needs?**   Students will have a sentence starter for their writing if they need it: “I made the cup move with the straw by…”  Students will also have thinking time before turn and talks and before they journal their experience. |
| **Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)**   * **Prerequisite skills from prior school experiences**   Students are familiar with drawing a picture, labeling, and adding a sentence.  Students are also familiar with turn and talks as well as partner work.   * **Strategy to connect school learning with prior experiential knowledge and/or cultural background**   Students began thinking about pushes and pulls through a “What do you notice?” activity the day before.  Students have made push connections to their daily lives.   * **Pre-assessment strategy**   I will assess their ability to participate in this activity by listening in during our recap of the lesson from the day before. I will look for use of vocabulary. |
| **Academic Language. (TPE 3)**   * **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**   Students will have the opportunity to engage in science-specific vocabulary such as: motion, pull, push, slide.  Students will also have the opportunity to engage in journal-related vocabulary and features such as: sketch, label, caption, sentence, experience. |
| **Equity. (TPE 1, 2, 3, 4)**   * **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels) Describe your differentiated instructional strategy.**   The lesson allows for students to engage with each other by talking their ideas out loud before writing on their paper. Students who need a sentence starter will have access to one. The activity has speaking, writing, and active/kinesthetic components so students who need different learning styles can engage. |

**Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time**  3 min  2 min  2 min  10 min  5 min  10 min  3 min | **Teacher**  I will ask students to think about what they did yesterday. I will ask them to turn and talk then share out.  I will let the students know that today they will be experimenting with ways to make a different object move. I will show them to materials they will receive.  Guiding questions: How can we make this cup move? How can we make this cup move without touching it?  I will remind students of safety and class agreements. I will pass out the materials to the students and send them to work.  I will give students time to work.  I will bring the students back to discuss their experience. I will then introduce the journal entry page (plus sentence starter) and let them know that they are going to document what they did.  I will send them off to write and I will walk around to support.  I will collect the papers and gather them on the carpet to debrief their journaling. | **Students**  Students will think about what they did yesterday. Students will turn and talk then share out.  Students will listen to instructions and have the opportunity to ask questions.  Students will have time to start thinking about their exploration.  Students will get their materials and begin exploring.  Students will gather on the rug and share their experiences. Students will have time to think about what they are going to write. They will share with each other before going off to work.  Students will sketch, write a sentence, and label their picture.  Students will turn in their papers and gather to debrief their journaling. | **Resources/**  **Materials**  -21 cups  -21 straws  -Journal entry -template/copies  -21 Pens  -Sentence frame sentence strip |

Reflection: I felt that the lesson went really well and the students were very excited to get to do some science exploration. The students were able to make connections from the first days lesson. I was able to offer a lot of opportunities to build off of each other’s ideas along with space for students to collaborate. When handing out materials, the students were able to do it quickly. While walking around during the student exploration, I was able to ask guiding questions that pushed students to think about the mechanics of what they were doing when making the cup move. Students were excited to share what they had discovered! Afterwards, during our discussion I wish I would have charted the student responses differently. I would have had two charts, one to write what they think about how to move cups with contact and another for how they moved their cups without touching it. This would have given them more visibility of vocabulary words while writing their sentences.