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| **Grade: 3** | | | **Subject: Science** | |
| **Materials:**  **Harry (Fuzzy Guy)**  **Pipe cleaners (per group)**  **12 inches of tape(per group)**  **Two muffin liners(per group)**  **A piece of aluminum foil(per group)**  **Two index cards(per group)**  **One piece of Foam (per group)** | | | **Technology Needed:**  **None** | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s)**  **3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** | | | **Differentiation**  **Below Proficiency:**  Students can have more time or more chances to revise their plan to create a perch for Harry if they need it.  **Above Proficiency:**  Students can have less time or less materials to create a perch for Harry.  **Approaching/Emerging Proficiency:**  Students will have the given amount of time and materials to create a perch for Harry.  **Modalities/Learning Preferences:**  **Kinesthetic (Hands on)**  **Social (Collaboration)** | |
| **Objective(s)**  **At the conclusion of the lesson, the student will design a perch for Harry with constraints on time using the given materials.**  **Bloom’s Taxonomy Cognitive Level: Create** | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**  **Students will remain at their learning club to perform the task. They may move to a larger area if necessary but away from other groups.**  **The students will be given a specific amount of time to perform the task at hand.** | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**    **Group Work Procedures:**   * **Respect each other’s opinions** * **Listen to all ideas** * **Encourage each other** * **No put downs** * **Sharing work** | |
| **Minutes** | **Procedures** | | | |
| **1** | **Set-up/Prep:**   * **Have materials in a bag together for each group** * **Have clean desks to perform the task.** | | | |
| **5** | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**  **Ha**   * **Introduce Harry to the class and place him on the floor.** * **Tell the students Harry has a problem seeing in the classroom and wants a better seat.** * **Ask the students if they think they could help Harry?** * **Tell students they will be working together to help Harry.** | | | |
| **5-7** | **Explain: (concepts, procedures, vocabulary, etc.)**   * **Tell the students they will be working with their learning club.** * **Remind the students of the procedures for group work by asking them the following questions:**  1. **How should we treat our classmates?** 2. **Should we only listen to one idea?** 3. **How many people should be participating?**  * **Tell the students they will be evaluated by their ability to work in groups throughout the lesson.** | | | |
| **25** | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)**   * **The students will be asked to sit at their learning clubs for this activity.** * **Give the students 5 minutes to talk and plan without any supplies.** * **1. This is to be done at a respectful voice level.** * **After 5 minutes, hand out the materials (minus Harry)** * **The students will have 15 minutes to create the model they discussed and make any changes if necessary.** * **After the 15 minutes is up, the students will be given their Harry to test their design.** * **Once the testing is over, have the students evaluate how their group worked together.** | | | |
| **5** | **Review (wrap up and transition to next activity):**  **Ask the students who’s structure was successful “Why do you think yours was successful?”**  **Ask the students who’s structure was unsuccessful “What could you have done differently to make the structure better?”**  **Review how the group work went by asking questions “What did you notice about your group?” “What was fun about working in a group?” “What was challenging?”** | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.**  Walk around to each group and have them explain their thinking verbally to you as they build their design.  **Consideration for Back-up Plan:**  Have students write down their ideas prior to building so the process can be monitored. | | | **Summative Assessment (linked back to objectives)**  **End of lesson:**  Students will use their problem solving skills when given limited time and materials to solve a problem.  **If applicable- overall unit, chapter, concept, etc.:** | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  **The students had a fun time doing this activity. I would change some of the lesson though. Give the students one more chance to fix their perches after our tests because many failed the first time. Also, for teamwork evaluation, turn this into a writing extension activity to tell what exactly went well and what did not. It could be used as writing a topic using specific details and evidence to support your writing. It is apparent which groups worked together and others who did not. Connect this activity to social studies Help Harry if possible!** | | | | |