Planning Tool: Teaching with Remote Resources – Fayette County Public Schools

Unit: Pushes and Pulls

Chapter 3 Question:  How do we make a pinball move to a certain place?

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| @Home Unit lesson #: 8 Platform lessons: Lessons 3.1 and 3.2 | | |
| Date/Dates: Jan. 11 and 12 | | |
| Investigation Question: What makes an object start moving in a certain direction? (Lessons 8-9)  Learning Intention: I am learning to make an object start moving in a certain direction. | | |
| 3D Statement: Adapted from Lesson 3.1 and 3.2 – Students observe a video of a pinball machine and ask questions about how a ball moves in different directions. (cause/effect) Students read to obtain information from *Building with Forces* to start to explain the cause-and-effect relationship of an object moving in the same direction as the force exerted on it.  Success Criteria: I will know I am successful when I can describe how to make an object move different directions. | | |
| Key Activities from @ Home Lesson  (and date/dates if lesson is split)   * Observe: Students observe the video of a working pinball machine again and think about all of the different places the pinball moved. (Jan. 11) * Introducing the Ch. 3 Question: Students are introduced to the Chapter 3 Question and the part of the pinball machine problem they will work to solve in this chapter. (Jan. 11) * Observe: Students observe a group of students passing a tennis ball to one another so that it goes in different directions. (Jan. 11) * Read: Students listen to a read-aloud of *Building with Forces* and pantomime actions for what the people in the book are doing. (Jan. 12) | Delivery  (Synchronous/ Asynchronous)  S  S  S  S | Notes  (There are not student sheets for this @Home Lesson.)  @Home Slide 3 has video of pinball machine to observe and discuss. Slides 4-5 lead discussion about patterns observed and directions ball moved. Ask for student questions. New design goals introduced, moving the object to the right and the left.  Slides 6-10 introduce Ch. 3 Question, investigation question and new vocabulary word, “direction”.  Video of students passing a tennis ball is in slide 14. Act out pushing to make things go right and left.  Day 2 - Review how to make things go different directions, act out passing the ball a short distance, long distance, left and right. Read the book *Building with Forces*  aloud, pausing to discuss and pantomime motions. Ask students to draw in their science notebooks how to push a ball in different directions. I may sketch examples to share to get them started. |
| @ Home Video Usage (assign for certain activities or the whole lesson, view for best practices before recorded or synchronous session, assign for students who are absent for synchronous sessions) I may watch the @Home Videos for Lesson 3.1 and 3.2, Activity 1 (pre- and post-reading segments) to help me with presentation ideas. If a student misses our Zoom session, I could assign those for him/her to view at home to get the lesson ideas. Lesson 3.1 activities are done on Jan. 11, Lesson 3.2 Activity 1 is done on Jan. 12. | | |
| From the corresponding platform lesson:  Differentiation strategies: Potential challenges – distinguishing right and left, share strategies to help strengthen this understanding.  ELL students – address multiple meaning words (right, left). Point out Spanish cognates (direction-direccion). More support – provide additional opportunities (office hours or with a paraeducator) to practice using the scientific vocabulary in context – particularly direction, distance, force. More challenge – allow students to give movement directions to the rest of the group (act out a strong push to the left). Encourage students to add labels and written descriptions to their notebook drawings of how to make the ball move different directions.  Formative Assessments: There is an On-The-Fly Assessment (OTFA) in Lesson 3.1, Activity 3, checking to see if students can visualize the direction of movement by using the images in “Building with Forces”. Observe their pantomimes (if in person or cameras are on) and comments made in discussion. If students are having trouble predicting, use the series of questions in the OTFA to help them break down the direction of the force and the resulting motion. If there is a language barrier, they can also point or show the direction of their prediction.  Use any original slides from the platform lesson? Not this lesson | | |
| Use word wall? (Digital slide or chart, might include Unit Question, Chapter Question, Investigation Question, Vocabulary, Key Concepts)  The Ch. 3 question, investigation question, vocabulary “distance” and the key concept is introduced in this lesson and shown on the @Home Slides. I might make a digital word wall to use on Jan. 12 to review the questions and vocabulary introduced on the 11th from Lesson 3.1. | | |
| Technologies to implement? (Jamboard, PearDeck, Nearpod, Google Classroom, etc.)  I could ask parents to photograph the student drawings from Jan. 12 and send them to me to share in slides during the next lesson. (There are not student sheets from this lesson to use in PearDeck.) | | |
| Notes for alternate methods of delivery  I could choose to use the read aloud version of the book from remote resources rather than read it myself. I could video myself and family members playing rug ball (like lesson 3.1) and show that instead of the tennis ball video in slide 14, | | |

Using Amplify Resources for Planning

1. @Home Units and @ Home Videos can be accessed through the Program Hub.

2. Beside the Teacher Overview link for the @Home Unit there is a Lesson Index, that cross references @Home Units and Platform Lessons, Students Sheets and Student Investigation Notebook Pages.

3. The Chapter @Home at a Glance Outline at the beginning of each chapter shows chapter questions, investigation questions, key concepts, and vocabulary and the @Home Lesson where they are introduced or used to guide instruction.

4. Learning Intentions can often be written from the Investigation Question. The Investigation Questions are found in the Chapter @Home at a Glance Outline or on the Coherence Flowchart on the Unit Landing Page on the platform, as well as within the lessons.

5. Success Criteria can often be written from the 3D Statement on the Lesson Brief page, listed under the Standards tab.

6. For a complete listing of formative assessments, look on the Unit Landing Page, under the Embedded Formative Assessments tab.