

Lesson Plan Template

Date: 09/30/18

Grade: 2 nd Grade	Subject: Science
Materials: Mouse Robot, Objects Sheet, "Parts" Butcher Paper Sheet	Technology Needed: MRTC Mouse Robot
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" 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) 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p>
Standard(s): 1.1.2. Identify objects (e.g., toy vehicles, dolls, human body, plants) that are made of parts	Differentiation Below Proficiency: Will only focus upon a few objects throughout the activity Above Proficiency: Will focus upon all objects within the activity Approaching/Emerging Proficiency: Will be given an addition sheet to study more objects Modalities/Learning Preferences: Visuals, Tactile
Objective(s): By the end of the lesson, the learners will demonstrate their knowledge on various parts using an MRTC Mouse Robot Activity. Bloom's Taxonomy Cognitive Level: Create	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will do this activity in whole group. The formative assessment will be individual work.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to work together cooperatively throughout whole group. Students will be expected to be respectful of each classmates' turn during out the activity.
Minutes	Procedures
5	Set-up/Prep: Set up MRTC Robot Activity with Objects Sheet before class. Prepare Chart and Butcher Paper
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - Have learners sit on their carpet spots to learn about the fun science activity they will be doing today - In the middle of carpet (and learners), show learners the MRTC Mouse Robot and objects sheet - Have them turn and talk with a classroom peer on what they predict they will be doing with it - Use an appropriate attention getter to regain learner's attention
15	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - Explain and demonstrate to learners how the MRTC Mouse Robot works - Explain to learners that today they will be using this technology to expand knowledge upon different objects and the parts that make them up, as well as to design an objects collage - Show learners how this is done - (ex. Johnny, I want you to come up in front of the class and program the robot mouse to land on the object "school bus". Once the robot mouse reaches the school bus, I want everyone to turn and talk to a peer about one characteristic of this object. In whole group, the teacher will then write down a few pairs ideas on a piece of chart paper).
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> - Learners will continue to do this activity until every learner has had a chance to program the mouse to an object, and every pair of turn and talk has gotten to share their thoughts about the parts that make up one of the objects *The teacher will make sure the objects sheet has the correct amount of objects for both modeling and explaining, as well as for learner exploration. This way, all objects will be covered throughout the activity *An example of the objects sheet can be found below <p>*17 Learners *3 Teacher Examples 20 objects to be covered</p>
5	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> - Once this exploration is finished, learners will be asked to quietly think to themselves about which part was their favorite and why - Ask learners what different parts made up that object

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-Have learners draw this object on the objects collage

Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)
- Learners discussions and suggestions throughout group activity will be the formative assessment of this lesson

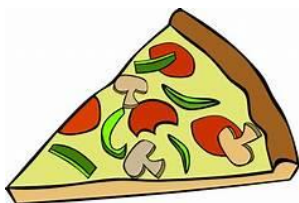
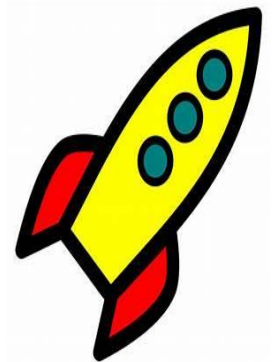
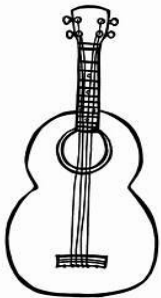
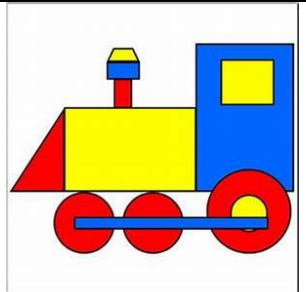
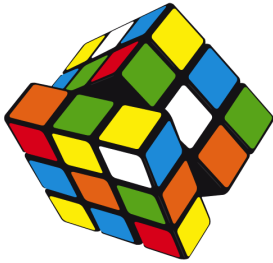
Summative Assessment (linked back to objectives, END of learning)

- Learners individual creations on the object collage will be the summative assessment of this lesson

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):



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