

Lesson Plan Template

Date: _____

Grade: Preschool	Subject: Science				
Materials: <ul style="list-style-type: none"> • Cd • Flashlight • Food coloring • Vinegar • Baking soda • Skittles • Cups of water 	Technology Needed: <ul style="list-style-type: none"> • Projector • YouTube video • Computer 				
Instructional Strategies: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" 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) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<input checked="" 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	Guided Practices and Concrete Application: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain: <input checked="" type="checkbox"/> Small group activities</p>	<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)	<input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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Standard(s) Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). Goal P-SCI 3. Child compares and categorizes observable phenomena. Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	Differentiation <p>Below Proficiency: Students will be directed in what to do in the activities and asked questions to help the critically think.</p> <p>Above Proficiency: Students can engage in the activity with minimal help and is able to answer critical thinking questions.</p> <p>Approaching/Emerging Proficiency: Students can engage in the activities and with assistance answer questions.</p> <p>Modalities/Learning Preferences: Tactile: hands on Visual</p>				
Objective(s) -Students will predict what will happen at each activity. - Students will describe what they see during the activities and it will be related to content.	Bloom's Taxonomy Cognitive Level:				
Classroom Management- (grouping(s), movement/transitions, etc.) The CM will be that these are stations, the noise level will be one. The students will switch stations when given their colored popsicle sticks.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will be respectful to the other students learning and towards their teacher. The students will talk at a level 1 to be able to converse with their partners and the teacher.				
Minutes	Procedures				
10	Set-up/Prep: <ul style="list-style-type: none"> • I will set up the two stations • Filling the bowls with water • Fill the vinegar bottles with food coloring • Place baking soda onto plates • Put the cd and flashlights into the red station area • Put a small bowl of skittles out 				
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “We are going to watch a video of a story! It’s called White Rabbit’s Rabbit Color Book” <ul style="list-style-type: none"> • After the short video of the book, we are going to spilt the students up into their correct stations “What are your guys favorite colors? Today we are going to experiment with colors, using skittles and water, the next station with baking soda and vinegar.”				
	Explain: (concepts, procedures, vocabulary, etc.) https://www.alsc.ala.org/blog/2013/02/color-science-a-stem-program-for-preschoolers/ <ul style="list-style-type: none"> - Website that I found the activities on - The activity with the CDs and the flashlights will be at the red station and the students can decide if they’d like to do that but it’ll be an individual activity. I will explain the new activity for them before they spilt into their groups. <ul style="list-style-type: none"> ○ They will shine the light onto the shiny side of the CD making rainbows shine off on to the paper or floor - The second activity <ul style="list-style-type: none"> ○ The students pick out skittles (3 or more) 				

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	<ul style="list-style-type: none"> ○ Each student will have a bowl that is filled with an inch of water ○ The skittles color will start to run in the water - The third activity <ul style="list-style-type: none"> ○ primary colors create secondary colors ○ small bottles with colored vinegar (red, yellow, and blue) ○ plates with a small pile of baking soda on them
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>“What did you guys think about the story and all the colors he used? Today at some of your stations we will be experimenting with colors! The three new stations are cd’s and flashlights to make rainbows, fun with skittles placing them into water and watching what happens, experimenting with baking soda and colored vinegar. I have your sticks here to spilt you into groups!”</p> <ul style="list-style-type: none"> ● We will do the skittle station first <ul style="list-style-type: none"> ○ “What do you guys think will happen when we put the skittles into the water?” ○ As they are watching the colors run, “What is happening?” ○ “are the colors staying separate from each other or are they mixing?” ● The second part will be the baking soda and colored vinegar <ul style="list-style-type: none"> ○ “We have baking soda and colored vinegar, red, yellow, and blue. These are called primary colors, you can’t create these colors with other colors, these make other colors. So, what do you think all this stuff will do?” ○ We will start with each of the primary colors, just a drop or two then start mixing the colors. ○ “Can you think of other ways we could mix these colors?”
3	<p>Review (wrap up and transition to next activity):</p> <p>We learned what primary colors are and what those colors mixed together can make!</p> <p>“What did you learn from this activity?”</p> <p>“what else could we do this?”</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> ● Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Observe the student participating in the activity appropriately.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>No summative assessment</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The children liked doing each part of the activity, the only one we didn’t get to was the CD activity. Just because the way we ended up doing the stations we didn’t get to it because all the stations were large. I enjoyed doing the lessons, they were fun and engaging, it was fun to let the children discover the colors and what happens when you mix them up. I feel like if I could have done it at two different stations it would have been easier to talk about what was going on and bring in more aspects of each of the two stations. With putting them together I felt like I was missing things that I wanted to go over but because of the time I wanted to make sure they got to do both as much as possible. I would definitely do that again if I got the chance, I think I would change somethings up to make it more about the colors.</p>	