**TEACHING ACTIVITY PLAN for** 1st Grade

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**ELA/Math (circle one) Objectives and Common Core/Next Generation Standard:**

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·CCSS.ELA-LITERACY.CCRA.R.2
·CCSS.ELA-LITERACY.CCRA.SL.1
·CCSS.ELA-LITERACY.CCRA.W.1

**ETS1-1** Asking Questions and Defining Problems
Define a simple problem that can be solved through the development of a new or improved object or tool.

- Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
- ■ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1)
- ■ Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)

**Objective:** After a re-cap activity on failing well/failing badly, students will actively engage in a structure activity, show a construction attempt, respond to questions about the activity, and explain if engineers need to fail well based on their experience as engineers in constructing a tower.

*Please add any worksheets, handouts, presentations, assessments, and other materials or printouts you will be using during the tutoring session to this plan. Describe the activity in each section and* ***indicate high/low technology*** *being used for each part of the activity:*

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| **Motivation** | Students will recap from the previous lesson and give different examples of failing well and failing badly that happened this week since last week's lesson.<br><br>Students will be shown a video on what an engineer is.<br>https://www.youtube.com/watch?v=owHF9iLyxic |
| **Pre-Assessment Aligned with Objective** | Students will discuss the following questions after reading them on a Power Point slide.<br>Discussion Questions: Based on the video:<br>What do engineers do?<br>Do you think engineers get things right the very first time?<br>Does an engineer need to fail well?<br>Can success stories start out as failure? Think of an example?<br>Would you like to be an engineer? |
| **Overview of Instructional Activities** | Students will build the tallest free-standing structure. After their first attempt, the student can try a different pattern to see if they can make one higher than their first structure. |

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| **Remember to include differentiation in either the Activities or Strategies section.* | https://www.youtube.com/watch?v=WU8EvgP7EGk (Here is a video for parents to help their kids)<br><br>Differentiation:<br>Technology- Opening Video Allows all learners to visually engage<br>Questioning- (Literal-Inferential-Metacognitive) Allows for differentiation<br><br>UDL Guidelines: Engagement - Recruiting Interest = 7.1 & 7.2<br>Representation - Perception = 1.2 & 1.3, Comprehension = 3.1 & 3.2 and<br>Action and Expression - Multi media = 5.1 Executive Functioning = 6.1 |
| **Instructional Strategies** | **Discussion**- This will be evident when students discuss the questions from the video.<br>**Scaffolding**- This will be evident when the students start off with the discussion questions that lead into the activity and then talk about the conclusions they made. |
| **Resources** | -PowerPoint<br>-Youtube<br>-FlipGrid |
| **Post-Assessment Aligned with objective** | Students will then share on Flipgrid what they learned from building the tower. They will then share what they learned about engineers and whether engineers need to fail well.<br><br>Scan the QR Code for the Flipgrid:<br><br>  <br><br>Questions to discuss: Was your first attempt successful?<br>If you failed the first time, was trying again hard?<br>How did you feel failing?<br><br>Trying again after failing the first time is failing well! |
| **Independent Practice** | Students will watch the news this week and listen to the scientists as they talk about the current Pandemic. Students will predict whether scientists have been failing well or not. |

*Incorporate suggestions to guide parents as they help their children to learn remotely to optimize the learning experience.*