

Lesson 3
TEACHING ACTIVITY PLAN for Third Grade

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

STD RL.1.1 Ask and answer questions about key details in a text. Ask and answer questions (e.g., who , what , where , when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud

Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships

STD SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups

Analyzing Narrative and Supporting Opinions Analyzing Narrative and Supporting Opinions

SCIENCE STANDARD

PS2.A: Forces and Motion. Pushes and pulls can have different strengths and directions. (P-PS2-1)

Instructional Objective: After active participation in a recap discussion about positive self-talk statements, students will explore forces and motion aligning the scientific concepts to the Push/Pull impacts of Hope Creators/ Hope Crushers. Understanding of this alignment will be assessed through students' cartoon drawing of superheroes where hope crushers are related to gravity and friction and hope creators are related to force.

*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:*

Motivation	Students will view the YouTube video about positive self-talk.
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<p>Pre-Assessment Aligned with Objective</p>	<p>Students are going to view the youtube video and discuss with a parent all of the positive self talk statements they heard.</p>
<p>Overview of Instructional Activities</p> <p><i>*Remember to include differentiation in either the Activities or Strategies section.</i></p>	<p>Target Activities:</p> <ol style="list-style-type: none"> 1) Students will view the YouTube video and discuss with a parent all of the positive self-talk statements they heard. <ol style="list-style-type: none"> a. Student learning target: I know how to identify self-talk statements because I learned about them in the last lesson. I even remember the positive self-talk statement I made for myself to use when someone tries to bring me down. 2. Students will review a Thinglink that explains forces and motion. Students will access different informational links on Thinglink. This will facilitate research on forces and motion using hyperlinks to websites, visuals, anchor charts, and video clips. 3. Students will watch a video clip about forces and motion. Within the video clip, there is negative self-talk. Students will be able to turn the negative self-talk into positive self-talk. 4. Students will create a cartoon of superheroes; depicting Hope Crushers representing gravity and friction and Hope Creators representing force. Students will name their superheroes!! <ol style="list-style-type: none"> a. Student learning target: I can identify Hope Creators related to force and Hope Crushers related to gravity and friction.
<p>Instructional Strategies</p>	<ul style="list-style-type: none"> ● Discussion: Students can engage in a conversation with a family member. ● Modeling: The teacher will share their own examples for the Padlet activity. ● Independent practice: Students will complete activities independently. ● UDL Guidelines: Engagement- Recruiting interest = 7.1 & 7.1

	<p>Representation - Preception = 1.2 & 1.3 Comprehension 3.1 & 3.2 Action and Expression- Multi media = 5.1 Executive Functioning = 6.1</p> <ul style="list-style-type: none"> ● Differentiation of Instruction: <ul style="list-style-type: none"> ○ Triggering Recognition, Strategic Affective Networks via visual and auditory supports and the use of High/Low technology. Providing choices and scaffolding activities.
Resources	<ul style="list-style-type: none"> ● Story, <u>ROSIE REVERE ENGINEER</u> ● <u>Youtube video</u> ● <u>Thinglink</u> ● <u>Video clip</u>
Post-Assessment Aligned with objective	<p>Students will create a cartoon of superheroes. Hope Crushers represent gravity and friction. Hope Creators can represent force. Students can name their superheroes!!</p> <p>Student learning target: I can identify Hope Creators relate to force and Hope Crushers relate to gravity and friction.</p>
Independent Practice	<ul style="list-style-type: none"> ● Students can rewatch the story. ● Students will watch a Youtube video and discuss with a parent. ● Students will review a Thinglink. ● Students will participate in a cartoon drawing.

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