

Name: Teacher's name

Lesson Plan: Coaching Session #6 (Video)

Date: February 15, 2012

### CREDE Lesson Plan #6 (Video)

Standards/Objectives			
Objective	Description	Chosen Because:	Assessment
To work on communicating appropriately when working with others.	<b>Communication, Language Development &amp; Literacy:</b> Use language in a variety of ways. (Use spoken language to: tell a story or an experience; express thoughts, feelings, and opinions; ask questions.)	To help build the children's communication and language skills through play.	<b>Verbal Observations:</b> Is the child verbally communicating when interacting with others? Does the child use gestures or other non-verbal cues to communicate? Does the child ask for help when needed? Does the child verbally express his/her feelings toward others?
To interact with others (teacher & peers) appropriately while working together to build a ramp using various materials.	<b>Personal &amp; Social Development:</b> Develop social skills and positive peer and adult relationships (participate in small group activities, use simple negotiation skills, play cooperatively with others, interact with ease with familiar adults and peers)	To help the children interact with others in an appropriate manner that is socially acceptable.	<b>Visual Observations:</b> Is the child able to share with others, help others, and ask others for help in an appropriate manner? Is the child able to problem solve when a problem arises?
To develop and work on the inquiry process of thinking, questioning, experimenting and making a conclusion.	<b>Cognitive Development Science:</b> Engage in scientific inquiry. (Show curiosity and inquiry in play through exploration of objects and materials; ask scientific questions; use observations in making predictions and formulate theories about how things work; use materials appropriate for problem solving and exploration of the physical world, including equipment like magnifying glasses and scales; engage in discussions what was learned through exploration and experimentation.)	To have children learn and work thorough a problem using scientific inquiry and their background knowledge.	<b>Verbal Observation:</b> Was the child able to verbalize his/her thoughts/ideas to answer the inquiry question, "How can you move the car without touching it?" Was the child able to answer the higher level/critical thinking questions that showed understanding of ramps? <b>Visual Observation:</b> Was the child able to turn his/her idea into fruition? Could the child show understanding of ramps by making it higher or use a heavier car (to make the car go faster) or lower or use a

			lighter car (to make the car go slower)?
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**Classroom Structure & Organization:**

The children will be rotating through three centers. When the children hear the bell ring they clean up in the center they are in and sit on the next center’s spot. The teacher at each center will be calling the children up individually once each child has shown “nice” sitting (legs crossed and hands in their lap). Each center will have approximately 5-6 children. We have structured our daily routine like this because we want all of the children work on specific things that we are targeting and each of the teachers can “touch” each of the children on a daily basis. It makes our class run smoother and we can quickly assess the all the students in one day in three different activities in a small group setting. We also want to provide a little bit of “academic” time that the children will be experience in Kindergarten.

Description of the Activities			
Time in each activity	Setting	Activity	Materials
5 min	Whole Group	<p>Introduce what they will be doing in each of the 3 centers.</p> <p>1 – Boards &amp; Vests            2 – Obstacle Course outside            3 – Playing with ramps and cars</p> <p>“Remember when we hear the bell it means it’s time to stop, clean-up, and sit on your spot.”</p> <p>** I’m going to do homogenous grouping this time around so all the ELL children will be grouped together.**</p>	Board & Vest sample
15 min	Small Group (5-6) 3x	<p>“Hey friends remember one day when we all decided to have a race with the cars and we made a ramp where we could roll our cars down? (CTX) Today we’re gonna build more ramps and have two races, one race we’ll see whose car can go the fastest and another race to see whose car can go the slowest. Do you remember how we built the ramps?” (CTX)</p> <p>Children respond (validate responses) (LLD)</p> <p>“I’m going to divide you into two groups and each group will need to work together to build their ramps. Let’s build some ramps!” (JPA)</p> <p>(Split the small group into even smaller groups of 2-3 children in each.)</p>	<ul style="list-style-type: none"> <li>- blocks</li> <li>- various cars (big, small, heavy, light)</li> <li>- chart paper</li> <li>- markers</li> <li>- camera</li> </ul>

		<p>Children build ramps and try out the ramps with the different cars. Narrate (<u>LLD, feedback</u> of what they are doing, <u>modeling</u> vocabulary &amp; sentence structure) what they are doing and ask the following questions (<u>CTX, LLD, COT, IC, cognitive structuring</u>) to ask while they're building and rolling the cars down the ramps:</p> <p>"Have you seen a ramp before? Where? What was it used for?"</p> <p>"When parent/grandparent/relative drives do you see them using ramps?"</p> <p>"We, have ramps in school, why do you think we have them?"</p> <p>"Why does the car roll down?"</p> <p>"Can you roll the car up? Why or why not?"</p> <p>"How can we make the car go faster/slower?"</p> <p>"If we were to have a race to see which car goes the fastest/slowest what would you do? What car would you choose? Why?"</p> <p>* Assist (<u>model, give direct instruction, task sequencing</u>) children in making ramps if they are struggling.</p> <p>"Okay are you guys ready for our races? Our first race is to see whose car can go the fastest. Let's put our ramps side by side and have our race."</p> <p>Do the race.</p> <p>Questions (<u>LLD, COT, IC</u>):</p> <p>"Whose car finished first/last?"</p> <p>"Why do you think this car finished first/last?"</p> <p>"How can we make this car go faster than that car? Why do you think that?"</p> <p>"Okay, now talk to your group/partner and decide how you want to build your next ramp so we can do our slow race." (<u>JPA</u>)</p> <p>Allow children to change/fix their ramps. Narrate what they are doing (<u>LLD, feedback</u> of what they are doing, <u>modeling</u> vocabulary &amp; sentence structure) while they are fixing/changing their ramps. Also ask the children why/why not they want to change their ramps. (<u>COT, LLD, IC, cognitive structuring</u>)</p> <p>"Lets do our next race to see whose car can go the slowest."</p>	
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		<p>“Okay remember now, this time we want our car to be the slowest so are we going to look for the one that finishes first or last? Why are we looking for the car that is last?” (<u>COT, LLD, IC</u>)</p> <p>Do the race.</p> <p>Questions (<u>COT, LLD, IC, cognitive structuring</u>):  “Whose car finished first/last?”  “Why do you think this car finished first/last?”  “How can we make this car go slower than that car? Why do you think that?”</p> <p>** Possible Learning Opportunity – If the children start to learn that there are other variables that could affect the race (weight of the car, size of the car, wheels on the car, etc.), then encourage them to use things to check their findings (balance, timer, etc.)</p>	
5 min	Individual	<p>“After playing with these ramps and doing our races, how do you think I can make a car go faster/slower?”</p> <p>Children respond (validate responses)</p>	

CREDE Standards	
CREDE Standard	How it will be used
<p><b>JPA</b>  <i>Joint Productive Activity</i></p>	<p>(5) – The children will be working together to build ramps to make their cars go faster or slower (<u>cognitive structuring</u>). Should the need arise where the children need help building their ramps I will <u>model</u> how to build a ramp, provide <u>direct instruction</u> and/or <u>task sequencing</u> if they need step-by-step assistance. I will be providing <u>specific feedback</u> and <u>modeling</u> of vocabulary as well as sentence structure mainly in the form of narrating what they did/are doing and asking how is what they are doing going to help their car go faster/slower (IC, COT, <u>questioning</u>). I will be asking higher level <u>questions</u> such as “Whose car finished first/last?” “Why do you think this car finished first/last?” “How can we make this car go faster than that car? Why do you think that?” to encourage COT as well as increasing their IC. Should any behavior problems arise we will follow our class <u>contingency management</u> system of having a warning and a choice to participate with their group or not. (See the lesson plan for more forms of assistance that will be used throughout the lesson.)</p>
<p><b>LLD</b>  <i>Language &amp; Literacy Development</i></p>	<p>(5) – There will be a lot of language going on from the narration (<u>modeling</u> of vocabulary and sentence structure and <u>feedback</u>) of what they are doing to the higher level/critical thinking <u>questions</u> that I will be posing to them to get them to explain their thinking. If they are having problems they may also get language through <u>direct instruction</u> and/or <u>task sequencing</u>. When the children are responding to my questions and narrations they will be working on their <u>cognitive structuring</u>. (See the lesson plan for more examples of the various forms of assistance that will be used throughout the lesson.)</p>

<p style="text-align: center;"><b>CTX</b> <i>Contextualization</i></p>	<p>(4) – I will be using contextualization mostly in the beginning when I have the children by asking them questions and helping them make the connections about seeing ramps in their community (home and school), as well as their caregivers using ramps when driving or while ambulating throughout their community and their day. I will also use their past experiences of building ramps to collaborate in building a ramp with their peers. (See the lesson for specific areas where CTX will be seen.)</p>
<p style="text-align: center;"><b>COT</b> <i>Complex thinking</i></p>	<p>(5) – There will be a lot of COT going on from the beginning. Although it may look like play, I will be narrating what they are doing and also have them explain what they’re doing and why they are doing it. There will be many higher level/critical thinking “how” and “why” questions to help the children think about their thinking as well as being able to articulate that thinking. (See the lesson plan for specific COT questions that will be used throughout the lesson.)</p>
<p style="text-align: center;"><b>IC</b> <i>Instructional Conversation</i></p>	<p>(5) – There will be a lot of talking between me and the children as well as hopefully between the children themselves. From the higher level/critical thinking questions asked, their explanations and self-talk as well as their collaborations in making the ramps it should be quite “noisy” (in a good way).</p>
<p style="text-align: center;"><b>MD</b> <i>Modeling</i></p>	<p>(5) – I will be doing a lot of verbal modeling with the children when I narrate what they are doing and then confirming with them that that is indeed what they were thinking. This will help the children use varied vocabulary as well as sentence structure. I will validate their thoughts and words by rephrasing what they say in various ways again modeling vocabulary words and sentence structure. If direct instruction or task sequencing is needed, I’ll pair that along with visual cues and models if necessary.</p>
<p style="text-align: center;"><b>CDA</b> <i>Child Directed Activity</i></p>	<p>(4) – Due to the nature of our class set-up (routines &amp; schedules) this is not very CDA friendly. It will allow the children to be creative in their building, but they will be given and expected to perform under certain restrictions (only building ramps using given materials). They may choose to create their ramps in any fashion or form.</p>