

Amy West

Pre-K 4

Jackson Via-Gillikin

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**Senses: Sight**

**Enduring Understandings:**

* We use our eyes to see and observe.
* We can make predictions based on what we see.

**Essential Questions:**

* How would you do things without your eyesight?

**Primary Content Objectives:**

Students will **know:**

* My eyes help me see.

Students will be able to **do:**

* **(Learning Target):** I can describe what I see.

**Virginia Foundation Blocks:**

Scientific Investigation, Reasoning, and Logic

1. Use the five senses to explore and investigate the natural world
2. Use simple tools and technology safely to observe and explore different objects and environments.

d) Make predictions about what will happen next based on previous experiences.

e) Conduct simple scientific investigations.

Matter/Simple Physical and Chemical Reactions

1. Predict changes to matter when various substances are to be combined
2. Observe and conduct simple experiments that explore what will happen when substances are combined.

Responsible Behaviors

a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.

b) Share equipment and space, and take turns with help from the teacher.

c) Work well with others.

d) Listen to and follow simple directions

**Assessment:**

* Pre-assessment: We will see if students remember where their eyes are, what we use them for, and how many we have (If they don’t remember, we would go over it immediately after the question).
* Formal and summative assessment: Students will be monitored during the activity and we will write on the posterboard some of their observations and predictions. This can be used to see if students will need to extend on the lesson or if they will need to do extra practice.

**Materials and Resources:**

* Dish detergent, water-resistant plates, stirrers (one/student), food coloring, set of mystery images (double-sided), mystery image of food coloring swirling in milk, laminated poster board and marker, whole milk (~1 quart at room temp.), bucket for table, trash can

**Key Vocabulary:**

* Eyes, sight
* Swirl
* Change
* Mix, mixture
* Predict
* Observe

**Lesson Procedures:**

1. Introduction, goal orientation, and connecting to prior knowledge
* (Before the lesson, set out plates with a shallow serving of whole milk at each seat and food coloring Remind students to keep their hands in their lap and not touch materials on the table until the teacher says to do so.
* “This week we are learning about our senses. Where are your eyes? Show me. (point to eyes). How many eyes do you have? (Count together)”
* “What part of our body helps us see? (Pause for answers) That’s right, we have sight with our eyes!”
* Present “mystery” images using the close-up side first (Record/Make note of what students say they see, encouraging them to think of multiple things it could be and explain their answers)
	+ “What do you think this might be? Why do you think so? How do you know?” Ask individual students to engage all. Consider asking pairs to look at an image together.
	+ Last, show the mystery close-up of the food coloring in swirling milk and ask the same questions.
* “Our goal today is to describe what we see. (Show learning target bee) Repeat after me, ‘I can describe what I see.’” (Students say, “I can describe what I see”). If you do that, you will get to hit our target.”
1. Tasks and activities:
* “What do you predict it will do if we add food coloring to the milk?” (Record students’ predictions on the poster board.)
* “Our hands our still in our lap because what do we use to see and observe? (wait for response) Right, our eyes. Let’s observe with our eyes and use our words to describe what we see on our plates.” (Record on poster)
* “Next we are adding a drop of detergent, what we wash dishes with. What do you think will happen when we add this dish soap?” (Record responses, encourage students to explain why they think so. Add a tiny amount of soap using the stirrer BUT DON’T STIR YET. Encourage different answers using words like mix, change, and swirl).
* Have students show you in the air what stirring looks like. Ask students if stirring is tapping, going side to side, or going in a circle. Have students show you their answer in the air. Ask if we go fast or slow, and be sure they all say slow. If stirrers are also straws, allow students to blow the air and ask if we blow the milk. Be sure they say no before proceeding. Then allow students to stir their mixtures, adding a drop of more or different colors and having them predict what will happen before you put it in.
1. Closure:
* “We’re going to stop in 5, 4, 3, 2, 1. Leave your stirrers in your plate and put your hands in your lap and your eyes on the teacher. (Pour milk into bucket) Today we learned how we use our sense of sight! We used our \_\_\_\_\_(point and have students say eyes) to make observations about the pictures and the changes in our milk.”
* “What part of our body do we use to decide what color something is? Why do you think that? How do you know? (Examples of answers would be brain, eyes; have students try to come to the right answer if they say nose, fingers, tongue or ears). Can you use your nose, fingers, tongue or ears to know what color something is? (No…).”
* “When are your eyes helpful to you? When else do you use your eyes? (crossing the street, reading books, coloring, eating). How did we use our sight today? What did you see today?”
* Have students clean up their own plates and stirrers

**Accommodations and Extensions for individual differences:**

* Extensions: play I Spy; describe objects in the classroom or different areas like the bathroom, closet; try to describe something with eyes closed
* Accommodations: Anthony will be allowed to take a break if needs to by going to push on the wall, seeing the turtle, or by going to the take a break corner. He can also choose to work at his desk instead of at the table. We will use his schedule and “First small group then outside” if he is preoccupied about going outside. The class will already be split in half and students can be worked with or asked questions one-on-one if needed. For students requiring more support, we can use guiding questions like what color is it, what shape is it, is it moving or still, is it changing or staying the same, what is different or the same?

**Behavioral and organizational strategies:**

* “5, 4, 3, 2, 1” to calm down to quiet
* “Listening bodies” (sit on bottom, looking at the teacher, listening ears, and quiet mouth
* Hands in lap at the table (procedure)
* Take a break if they need to.
* Explicit instruction

**Rationale:**

* Students learn about their senses and learning what it’s like to have it and what could happen without it. Exploring the milk and making predictions can help students use their words to describe what they see and what is changing.

**Reflection on teaching:** What aspects of your instruction were effective and why? What would you modify about the lesson if you could go back and teach it again?

**Reflection on student learning:** During the small group lesson, I had planned on Ms. Shannon teaching and me observing, then I would teach on Wednesday. I felt prepared and had a successful lesson, despite not being able to observe first. In the experiment, I needed to take a bit more time to check my lesson during the lesson, as I did a step out of order. After letting Ms. Shannon know how the day was, we discussed that transitions should be more engaging to keep children moving, even planning the transitions by dismissing by first letter of their name, showing a number, gender, etc. I believe that students did accomplish the learning target of the lesson because they were able to describe the milk and what was happening to it.

The next day, I taught the same lesson again. I went in believing it would go just as well as Tuesday, if not better since I taught it before. The lesson did not go as such because the children were different. The group I taught needed to move more quickly instead of staying on one thing, as I lost their focus. I did have good feedback, ensuring that students were elaborating on their answers with what, why, and how questions. The students in this group needed more reminders to stay on-task and listen, which I provided, but I could have used them more effectively by being conscious of who was answering more and who needed the scaffolding of questions or behavior reminders. Ms. Shannon and I also discussed using a more child-friendly observation recording, such as a circle coloring chart that students could understand, take home, and even explain to someone else. Ms. Shannon also reminded me that throughout the day, I need to follow through with warnings on behavior.

**Feedback:** What feedback did you receive from a peer, CI or US before or after this lesson? How will you incorporate this feedback into your next lessons?

(Credit: The framework for this lesson plan follows the Understanding by Design approach to lesson planning, Wiggins & McTighe, 2004)