Lesson Examples

- What do you notice about the lesson structure?

- What supports do you notice within the lesson structure?

- What is something you saw that is useful to you?

RTI Triangle

Grade/Course/Subject (place)

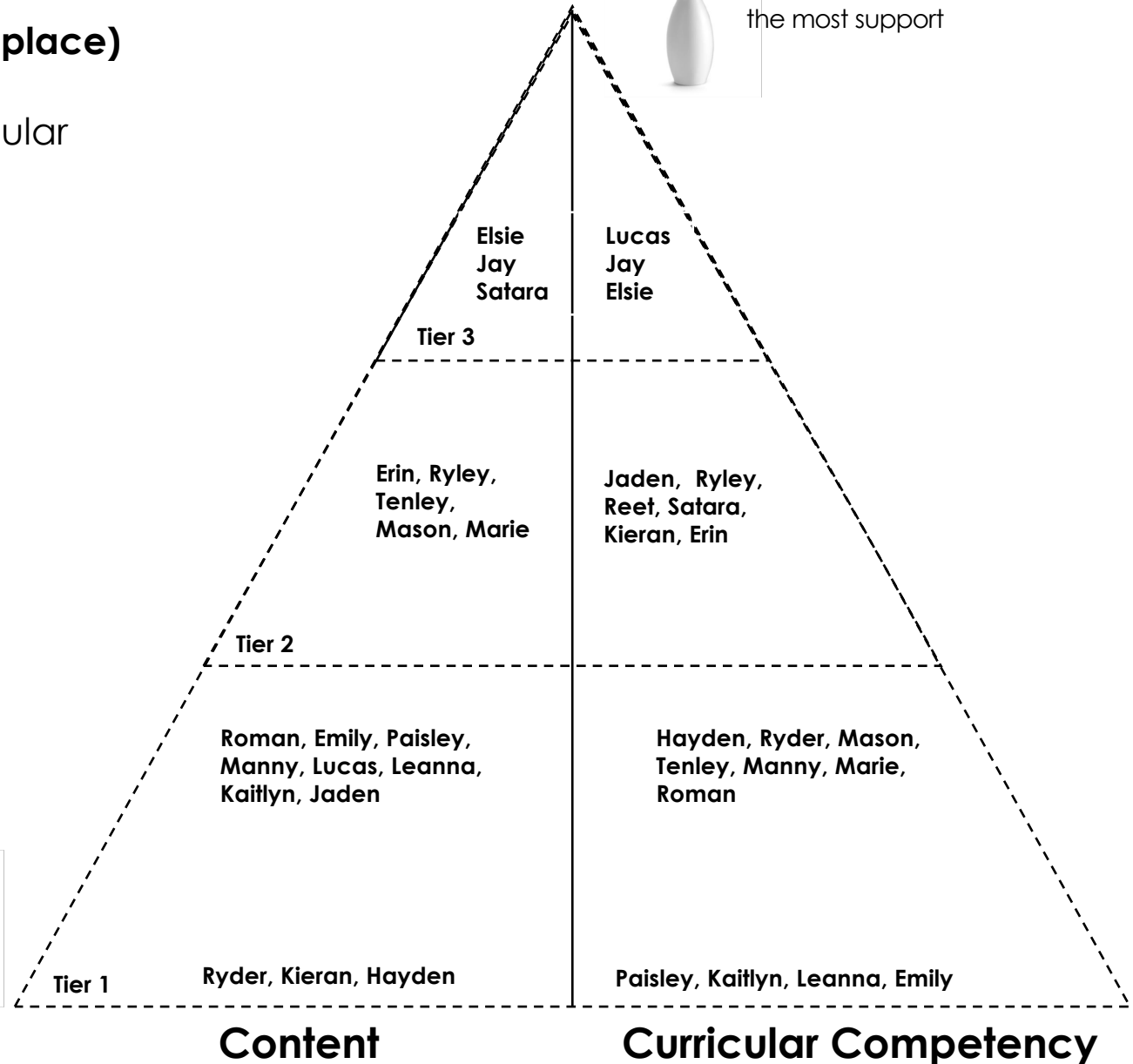Grade 2/3 – Cross Curricular

Curricular Lens:

Science/Art

Competency Lens:

Language Arts/Design

Students who need the most support

Tier 3

Elsie
Jay
Satara

Lucas
Jay
Elsie

Erin, Ryley,
Tenley,
Mason, Marie

Jaden, Ryley,
Reet, Satara,
Kieran, Erin

Tier 2

Roman, Emily, Paisley,
Manny, Lucas, Leanna,
Kaitlyn, Jaden

Hayden, Ryder, Mason,
Tenley, Manny, Marie,
Roman

Students who need the most challenge

Tier 1

Ryder, Kieran, Hayden

Paisley, Kaitlyn, Leanna, Emily

Content

Curricular Competency

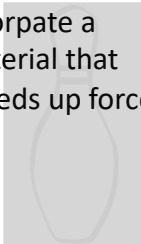| Grade:	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy		Unit Guiding question: Who are our monsters? How many ways can we catch a monster?
Content Goal: Science		I know types of forces
Content Goal: Language arts		I know elements of a story
Curricular Competency Goal: ADST		I can make a monster trap
Curricular Competency Goal: Science		I can plan and test my monster trap
Curricular Competency Goal: Art		I can explore and create using art processes and materials
Curricular Competency Goal: LA		I can create a story for an audience
Cross Curricular Competency		I can use materials safely

Guiding Unit Question: Who are our monsters? How many ways can we catch them?

Lesson Goal(s): I know that fall, push and pull are different kinds of forces

Connecting Activity: 3 stations – where in the world can we find things that fall, things that are pushed, things that are pulled (draw, write, tell) – 6 groups (3+) -

**Mini Lesson: what do all of these have in common? FORCE – watch a video to get more ideas
Model -**

Processing Tasks

I Need to…	I Must…	I Can…	I Could…	I Can Try to…
know fall, push & pull	incorperate or explain a force in my trap that includes a falling element	incorperate or explain a force in my trap that includes a push or pull	incorpate a material that speeds up force	incorporate a material that slows down a force
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Small group share
- **Appreciate circle**

Essential Supports
(designed for 1, useful for 1)

Targeted Support
(designed for some, useful for some)
Choice of:
- Headphones/ alternate space
- Different roles- talker, writer, drawer, demonstrator
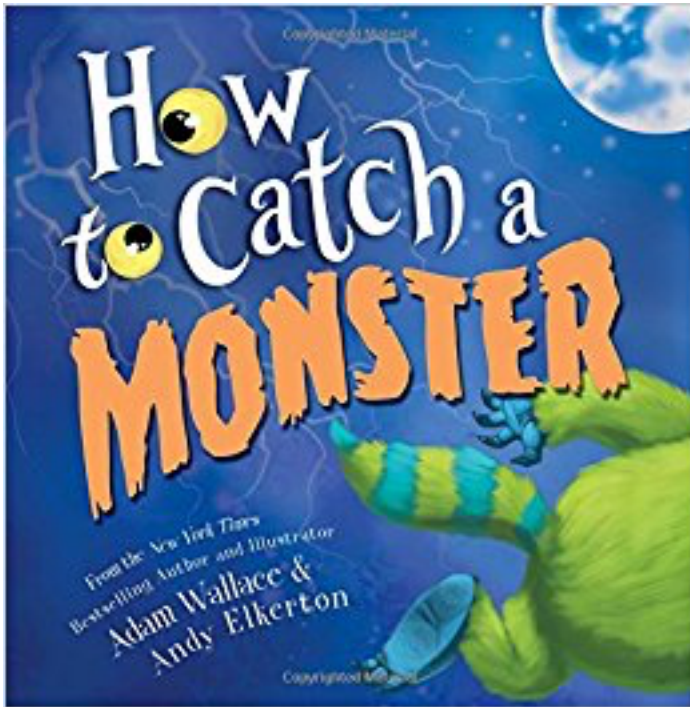- Proximity
- Pcs symbols of examples

Universal Supports
(designed for some, useful for all)
- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
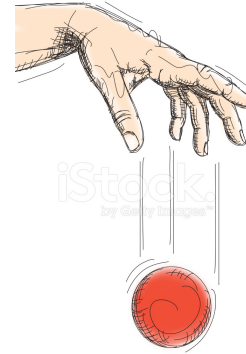- Objects/visuals at stations
- Movement/hands on

Who are our monsters?
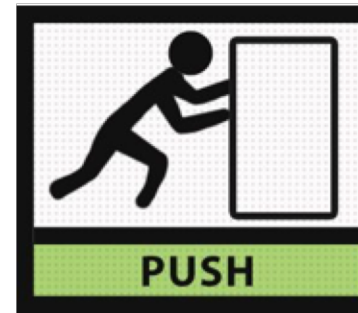# How many ways can we catch them?

Goal: I know that fall, push & pull are
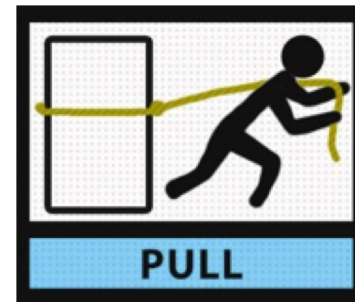
different kids of forces

Where in the world do things:

Fall

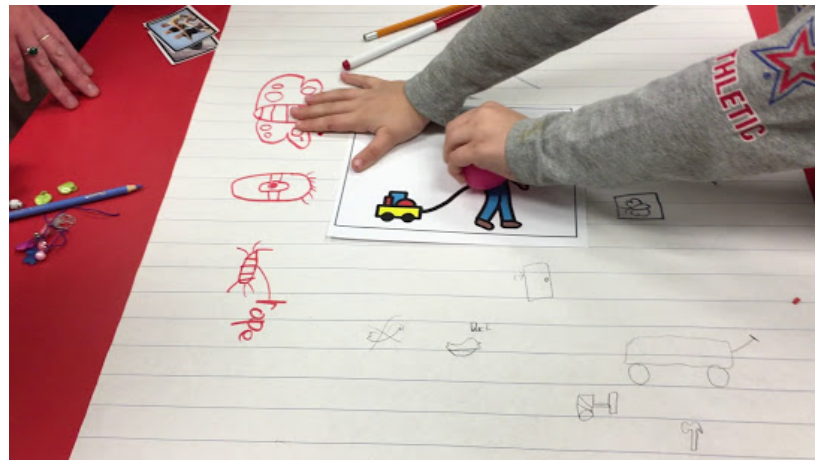**Push**

Pull

In groups of 3...

- 3 minutes at each station
- Record ideas
  - Draw
  - Write
  - Show
  - talk

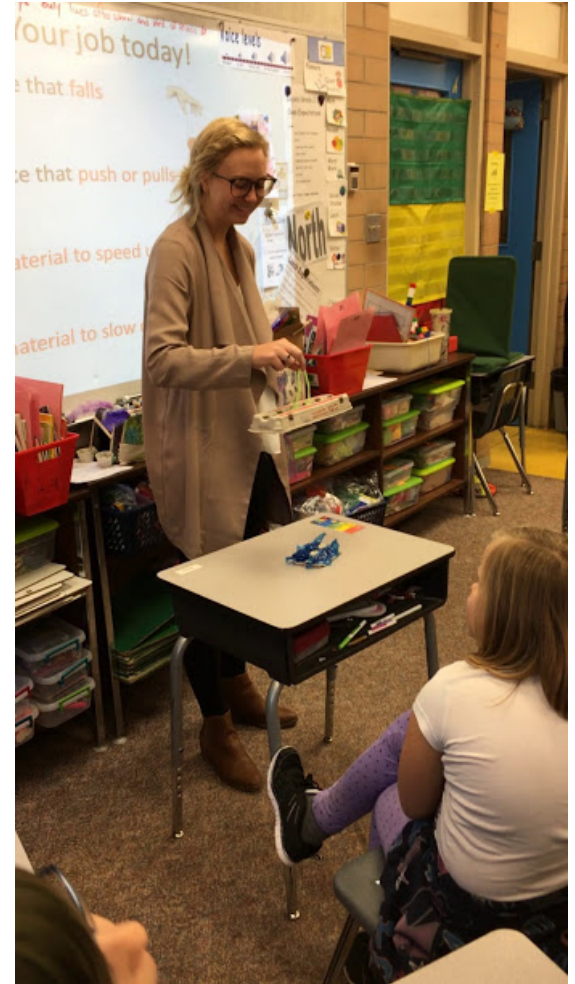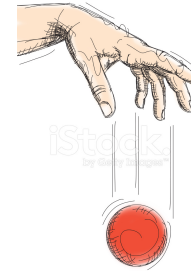# What do falling, pushing, and pulling have in common?

FORCE

Your job today!

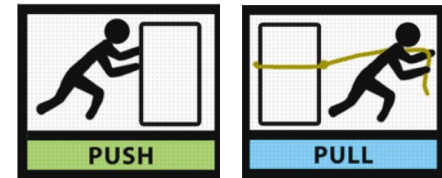Add a FORCE to your monster trap!

Your job today!

1. Add a force that falls

2. Add a force that push or pulls

3. Add a material to speed up the force

4. Add a material to slow down the force

Share Out!

What force did I try out?

What materials did I use?

What do you appreciate about someone that you worked with today?