

Megan Helget
Easter Egg Science Lesson (Preschool – Voller)

Grade: Preschool		Subject: Science	
Materials: Easter eggs, items for inside the eggs (marbles, yarn, pennies, paper clips, sequins, beads etc.), tub, water, prediction chart		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) Goal P-SCI 2. Child engages in scientific talk.		Differentiation Below Proficiency: - Make a prediction and try one item in the egg. Above Proficiency: - Explore all the items in the eggs and determine if their prediction was correct. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory – Visual – They will be able to see if the egg sinks or floats Tactile – They are working with the items to determine if their prediction is correct Kinesthetic -	
Objective(s) By the end of the lesson, the students will have a better understanding of scientific terms such as, predictions, observations, and weight. Bloom’s Taxonomy Cognitive Level: Create			
Classroom Management- (grouping(s), movement/transitions, etc.) - Only four students will be allowed to participate in the activity at a time.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Participate in the activity by answering the questions, questioning themselves and cleaning up when it is time to switch	
Minutes	Procedures		
10 min	Set-up/Prep: - Prepare the predictions chart - Take out the eggs - Gather the materials that will be used to put in the eggs - Fill a tub with water		
1 – 2 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) - To go with the Easter theme this week, we will be making predictions on what items we can put in the eggs to make them sink in the water. - If we take an empty egg, what happens to it? Will it sink or float? (try it) - What does the word sink mean? Float?		
2 min	Explain: (concepts, procedures, vocabulary, etc.) - Read through the predictions chart and show the children the items that they can use to try and get their egg to sink. - Tally next to the items they predict will make it sink - Try taking an egg and put different items in the egg to see which one makes the egg sink or float - Try a combination of things		
5 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) - As students are experimenting with the eggs and trying to get them to sink ask them questions and get them to think deeper about what is happening. - Help them to make connections to the eggs sinking – swimming, boats, throwing rocks into water - Allow children time to explore using the eggs and materials - Encourage students to try each item and to create combinations of the items - Was your prediction correct?		

Megan Helget
Easter Egg Science Lesson (Preschool – Voller)

	<ul style="list-style-type: none"> - Your egg did not sink? What can you add to get it to sink? - How many items did you have to add to get it to sink? - What are pennies made of? Is metal heavy or light?
<p>1 min</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Why do you think that certain items made the egg sink and others did not? - What are some other items that you could use to make it sink? - Have the children remove their egg from the water and take all the items out - Erase the predictions chart
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Anecdotal notes – watch to see if their predictions were correct - If they are participating in the activity - Responsive to questions <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - If the student was able to get their egg to sink <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought that this lesson went well. The structure of the lesson was a little bit funky, because it was in the morning for free play time, so I had kids coming and going. It was a little bit to have an introduction and a closing to my lesson, because I had kids starting and stopping at all different times. With that being said, I think that I adapted well to this challenge. I tried to engage with each child as they were at the station. Some students, if I would have prepped a bit more for them specifically, I would have prepared more to take them to a different level of understanding and applying the content. However, for some students, the activity that they did was enough for them.</p> <p>At one point, I had to go and get more pennies because more were needed. I was unaware of how many it would take. We also had water everywhere on the table, but that was not too big of a deal, because we were able to easily clean it up.</p> <p>All in all, I think the children enjoyed the activity and I got what I wanted to them to get out of it. I was pleased with the way the lesson went.</p>	