

# Constructivist Lesson Plan

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| <b>Course/Class:</b> Physics 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Name:</b> Frank Jenkins             | <b>Date:</b> 02-09-28 |
| <b>Topic:</b> Trajectories, motion and forces                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Unit 1:</b> Kinematics and Dynamics | <b>Grade:</b> 11      |
| <b>A. Intents/Objectives/Purpose</b> <i>(from Asda's IDME Model—EDFX 2003)</i><br><b>Science 10 Program of Studies (Pedagogic Purpose):</b> "Students should be encouraged to develop affective attributes of scientists at work; such as, respect for evidence, tolerance of uncertainty, intellectual honesty, creativity, perseverance, cooperation, curiosity and a desire to understand. ... [Initiate and plan an experiment.] Students will be expected to demonstrate an understanding ... of the central role of evidence in the accumulation of knowledge, and the ways proposed theories may be supported, modified and refuted. ... Students will be able to: ... apply the concept of field to quantitatively explain, in terms of its source, direction and intensity, the gravitational effects of objects and systems." (Alberta Learning, 1994, p. 3-7)<br><b>Scientific Purpose:</b> To test our understanding of gravitational force related to the motion of a ball thrown in the air. |                                        |                       |

| <b>C. Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>B. Displays/Resources</b>                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Administration/Homework</b><br>Take attendance.<br>Hand-out communications to individual students.<br>Read daily bulletin.<br>Check to see that individual students have completed the homework assignment.<br>Go over the homework from last day.<br>Have students mark their homework. Uncover a few of the homework solutions at a time.                                                                                                                                                                                                                                                                                                                                                                                                  | Seating plan & attendance sheet<br>[communications as available]<br>Daily bulletin<br>Homework-check sheets<br>Extra homework worksheets<br>Transparency of solutions                                    |
| <b>1. Introduction/Set/Advanced Organizers</b> <ul style="list-style-type: none"> <li>Start by <b>juggling</b> one, two and then three balls in the air. Alternately, have volunteer students do some juggling.</li> <li>Indicate that today's lesson is to try to come to an understanding of the motion of and the force acting on a ball thrown in the air.</li> <li>Avoid doing a review of previous scientific concepts that may link to today's lesson.</li> <li>Introduce the term—<b>thought experiment</b>. Talk about using the <b>criterion of logical consistency</b> to judge arguments that are made to explain natural phenomenon.</li> </ul>                                                                                    | 3 tennis balls<br>a student to juggle the balls                                                                                                                                                          |
| <b>2. Clarifying/Creating-Understanding/Concept-Development</b> <ul style="list-style-type: none"> <li>Use a parabolic trajectory for a ball being thrown in the air; e.g.,</li> <li>Draw arrows showing the motion of the ball—going up on the left.</li> <li>Indicate three positions on the trajectory—A, B &amp; C.</li> <li>Ask: "What do <b>you</b> think the direction of the force acting on the ball is at A, B and C?" (Use words that <b>solicit the students' conceptions</b>.)</li> </ul>                                                                                                                                                       | Overhead projector and screen or board with chalk or marker.<br>Transparency showing the trajectory of a ball in the air.<br>See student hypothesis sheet.<br>(Alternately, use chalk and blackboard.)   |
| <ul style="list-style-type: none"> <li>Ask students to use the provided sheet to help communicate their hypothesis.</li> <li>Have them indicate the direction of the ball on the way up and down.</li> <li>Now, have students draw force vectors (arrows) indicating the direction of the force acting on the ball at positions A, B &amp; C; e.g., <math>F\uparrow</math>, <math>F\downarrow</math> or <math>F=0</math> (zero).</li> <li>It is important that students do this work on their own without consulting peers.               <ul style="list-style-type: none"> <li>Alternately, using social constructivism (rather than personal constructivism) students may work in groups to form a common hypothesis.</li> </ul> </li> </ul> | Student hypothesis sheet.<br><br>Overhead projector and screen for a transparency of the student sheet.                                                                                                  |
| <b>3. Coached/Guide-Practice/Seatwork</b> <ul style="list-style-type: none"> <li>Discuss the validity of the arguments used in this thought experiment. Discuss the criteria used to judge assertions; e.g., logical and consistent thought.</li> <li>Discuss the evaluation of personal (or group) hypotheses.<br/>               Refer to Newton's second law (<math>F = ma</math>)—where the acceleration and unbalanced force are in the same direction. Refer to the constancy of the force of gravity.</li> <li>If available, run the computer simulation/applet for the modeling of the force acting on a cannon ball projected vertically into the air.</li> <li>Provide students with their homework exercise.</li> </ul>              | Refer to the text—Logical Reasoning in Science and Technology (LoRST)—by Glen Aikenhead.<br>MAP applet from Alberta Learning, Physics 20, website.<br>Computer and projector or TV.<br>Homework exercise |
| <ul style="list-style-type: none"> <li>Walk around and use individual interventions to provide coaching/guidance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                          |

# Constructivist Lesson Plans For Kindergarten

**Helenrose Fives, Michele Gregoire Gill**



## **Constructivist Lesson Plans For Kindergarten:**

**Kodaly in the Kindergarten Classroom** Micheal Houlahan, Philip Tacka, 2015-03-06 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries Kod ly in the Kindergarten Classroom is the first comprehensive handbook to update and apply the Kod ly concepts to teaching music in early childhood classrooms Kod ly in the Kindergarten Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music kindergarten teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for kindergarteners particular developmental stages but also one which integrates vertically between kindergarten and elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching kindergarteners to sing move play instruments and develop music literacy skills In addition Kod ly in the Kindergarten Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Over 100 children s books are incorporated into Kod ly in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere *Lesson Planning with Purpose* Christy McConnell, Bradley Conrad, P. Bruce Uhrmacher, 2020 This book takes readers on a journey through many pathways to engaging and meaningful educational experiences The text first discusses Perceptive Teaching and then explores five unique approaches to lesson planning behaviorist constructivist aesthetic ecological and integrated social emotional learning Chapters end with a sample lesson that can be compared across approaches *Constructivism and Teachers in Chinese Culture* Zitong Wei, 2019-01-11 This book provides a refreshing look at kindergarten teachers practical knowledge and their context specific reasoning of the usefulness of constructivism from a culturally emic perspective Examining the similarities and differences between constructivism and Confucianism from both instructional and moral perspectives it provides a unique contribution to teaching and teacher education An understanding of the compatibility between constructivism and Confucianism is valuable in cross cultural exchange and learning and as such the book is a great source for educational researchers in a time of globalization *Teaching Creatively and Teaching Creativity* Mary Banks Gregerson, Heather T. Snyder, James C. Kaufman, 2012-11-13 Creative teaching as well as teaching creativity are cutting edge

issues in psychology today as recent academic and popular media coverage has shown This volume expands on that interest with chapter authors drawn from interdisciplinary areas It includes examples of creatively teaching across the education system including preschool K 12 undergraduate and graduate level education The variety of subjects covered by the chapters include psychology math science and reading In addition to creative teaching which may lead to enhanced learning and achievement in students as well enhanced creativity another focus is teaching with the objective to enhance creativity

**Resources in Education** ,2001 Constructivism Reconsidered in the Age of Social Media Chris Stabile,Jeff Ershler,2016-01-05 No longer relegated to just the classroom learning has become universal through the use of social media Social media embodies constructivism itself as the users engage in the development of their own meaning And constructivism is relevant to education and learning theory and technological advance can be better understood in the light of one another This volume explores particular areas influenced by constructivist thinking and social media such as student learning faculty development and pedagogical practices practical and useful ways to engage in social media and dialogue and discussions regarding the nature of learning in relation to the technology that has changed how both faculty and students experience their educational landscape This is the 144th volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

**The Differentiated Instruction Book of Lists** Jenifer Fox,Whitney Hoffman,2011-08-02 Hundreds of useful ideas for meeting the needs of each child The Differentiated Instruction Book of Lists is the definitive reference for DI for teachers in grades K 12 Ready for immediate use it offers over 150 up to date lists for developing instructional materials lesson planning and assessment Organized into 12 convenient sections the book is full of practical examples teaching ideas and activities that can be used or adapted to meet students diverse needs Coverage includes curriculum design lesson planning instructional strategies assessment classroom management strategies by subject area from Language Arts to Math to Physical Education new media etc Offers an easy to use guide that gives quick tips and methods to plan effectively for delivering truly differentiated lessons Filled with helpful DI lists lesson plans strategies assessments and more Jennifer Fox is the author of the bestselling book Your Child s Strengths The Differentiated Instruction Book of Lists is a hands on guide for meeting the instructional needs of all students so that they can reach their full potential

*Classroom Assessment* Steven R. Banks,2012-04-13 Building on the success of the popular first edition the author tackles the latest issues and practices in the field of classroom assessment The No Child Left Behind Act has transformed the role of educational assessment requiring annual assessments as part of a federal system of educational accountability National accreditation organizations such NCATE have mandated standards based performance and emphasized specific assessment benchmarks in meeting these standards The inclusion movement to accommodate special needs students in the regular education classroom also has impacted classroom assessment practices Teacher assessment

classroom environment test anxiety the Race to the Top grants and many more timely topics receive comprehensive yet accessible treatment Banks provides thorough and well documented discussions of performance assessment essay and multiple choice assessments formative assessment and reliability validity issues as well as invaluable classroom assessment tools that include portfolios rubrics journals and models such as Anderson and Krathwohls revision of Blooms Taxonomy Gender and diversity issues including learning differences and socioeconomic influences on student achievement are given in depth coverage Outstanding features include case studies point counterpoint debates on controversial assessment topics and practices teacher application exercises thought provoking self assessment exercises and end of chapter activities that include review questions and opportunities for directed learning

### **International Handbook of Research on Teachers' Beliefs**

Helenrose Fives, Michele Gregoire Gill, 2014-08-21 Teacher beliefs play a fundamental role in the education landscape Nevertheless most educational researchers only allude to teacher beliefs as part of a study on other subjects This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic It provides novices and experts alike a single volume with which to understand a complex research landscape Including a review of the historical foundations of the field this book identifies current research trends and summarizes the current knowledge base regarding teachers specific beliefs about content instruction students and learning For its innumerable applications within the field this handbook is a necessity for anyone interested in educational research

*Early Childhood Curriculum* Nancy Amanda Branscombe, Jan Gunnels Burcham, Kathryn Castle, Elaine Surbeck, 2013-07-24 Through its unique integration of curriculum and learning principles *Early Childhood Curriculum A Constructivist Perspective* 2nd Edition fosters authentic developmentally appropriate practice for both preschool and early elementary classrooms The constructivist format of this book encourages active involvement on the part of readers by asking them to observe question reflect research and analyze thus allowing readers to create their own knowledge through their responses and actions *Early Childhood Curriculum* examines curricular goals such as autonomy development and problem solving and links those goals with constructivist principles of learning It explores ways teachers can create meaningful learning environments and choose curriculum tasks appropriately in all content areas that are linked to the learning and development needs of young children The text provides a wealth of practical detail about implementing constructivist curriculum as the authors discuss classroom climate and management room design play and cooperative learning among other topics The book also includes information about how teachers can meet required mandates and national and state standards in appropriate ways as they plan their curriculum and examines the early childhood educator s role with community agencies reform and legal mandates and public relations Special Features Curriculum Strategies highlight models for developing curriculum including projects curricular alignment integration of various subject matter areas and types of knowledge Constructions promote problem solving by allowing students to explore revisit examine and learn from first hand experience Multiple Perspectives from the Field

provide interviews with teachers and other early childhood professionals offering students a realistic look at the profession from a diverse group of educators Teacher Dialogues explore a wide range of student concerns including curriculum learning environments assessment and documentation representing a collaborative support group for pre service teachers and readers

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## **Table of Contents Constructivist Lesson Plans For Kindergarten**

1. Understanding the eBook Constructivist Lesson Plans For Kindergarten
  - The Rise of Digital Reading Constructivist Lesson Plans For Kindergarten
  - Advantages of eBooks Over Traditional Books
2. Identifying Constructivist Lesson Plans For Kindergarten
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Constructivist Lesson Plans For Kindergarten
  - User-Friendly Interface
4. Exploring eBook Recommendations from Constructivist Lesson Plans For Kindergarten

- Personalized Recommendations
- Constructivist Lesson Plans For Kindergarten User Reviews and Ratings
- Constructivist Lesson Plans For Kindergarten and Bestseller Lists
- 5. Accessing Constructivist Lesson Plans For Kindergarten Free and Paid eBooks
  - Constructivist Lesson Plans For Kindergarten Public Domain eBooks
  - Constructivist Lesson Plans For Kindergarten eBook Subscription Services
  - Constructivist Lesson Plans For Kindergarten Budget-Friendly Options
- 6. Navigating Constructivist Lesson Plans For Kindergarten eBook Formats
  - ePub, PDF, MOBI, and More
  - Constructivist Lesson Plans For Kindergarten Compatibility with Devices
  - Constructivist Lesson Plans For Kindergarten Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Constructivist Lesson Plans For Kindergarten
  - Highlighting and Note-Taking Constructivist Lesson Plans For Kindergarten
  - Interactive Elements Constructivist Lesson Plans For Kindergarten
- 8. Staying Engaged with Constructivist Lesson Plans For Kindergarten
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Constructivist Lesson Plans For Kindergarten
- 9. Balancing eBooks and Physical Books Constructivist Lesson Plans For Kindergarten
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Constructivist Lesson Plans For Kindergarten
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Constructivist Lesson Plans For Kindergarten
  - Setting Reading Goals Constructivist Lesson Plans For Kindergarten
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Constructivist Lesson Plans For Kindergarten

- Fact-Checking eBook Content of Constructivist Lesson Plans For Kindergarten
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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