



Off Road Adventure

Elementary

Content Area	ELAR – Comprehension Skills – Oral Language
TEKS	1.3 (D) Developing and sustaining foundational language skills, listening, speaking, reading, writing, and thinking-vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to identify and use words that name actions, directions, positions, sequences, categories, and locations.
Goals & Objectives	<p>Guiding Questions: What specifically do all students need to know, or do, at the end of the lesson? Align to state standard.</p> <p>The student will use vocabulary to name and describe directions, positions, and locations.</p>
Success Criteria	<p>Guiding Questions: How will students know that they have successfully accomplished the goal?</p> <p>The students will know when they have successfully accomplished the goal when they are able to identify multiple ways to describe directions, positions, and locations.</p>
Materials Needed	<p>Guiding Questions: Are there any accommodations or tools that can assist in helping student achieve the learning goal?</p> <p>Tools Needed: Facilitator for each group, flip book with pictures and prompts on them (this will be printed double sided and assembled before the lesson)</p> <p>ESL Strategy: Visuals, hand motions</p>
I DO	<p>Guiding Questions: What does teacher need to teach explicitly or model in order for students to be successful?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Teacher directs instruction • Teacher models expectations <ol style="list-style-type: none"> 1.) Facilitator welcomes students. 2.) Using the flip book, facilitator asks students, "Who can tell me what force is?" Students popcorn answers. 3.) Using the flip book, facilitator provides definition and example of each force. 4.) Using the flip book, facilitator explains the difference between the force push and the force pull. 5.) Using the flip book, facilitator will teach the students the hand signs for push and pull.
WE DO	<p>Guiding Questions: What steps need to be developed in order for students to complete task? Could there be accommodations/ supports that will allow students to achieve the task? How much supports will teacher provide?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Teacher assigns roles • Teacher provides step-by-step directions • Chunk assignment, have students complete one task before moving on to the next. <ol style="list-style-type: none"> 1.) Facilitator will go through the flip book and read prompts that are on each page that review the different types of force.
YOU DO	<p>Guiding Questions: How will the teacher know when the students have mastered the activity?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Teacher provides rubric with success criteria for a task <ol style="list-style-type: none"> 1.) Facilitator will go through the flip book and read prompts that are on each page that review the different types of force.
Beyond Morgan's Wonderland	<p>Guiding Questions: Was the objective(s) met? Can you connect the activity to "real world" experience? Ask the students to share their learning experience.</p> <ul style="list-style-type: none"> • When you were on the ride did you feel like you were being pulled? When? How did you know it was a pull? • When you were on the ride did you feel like you were being pushed? When? How did you know it was a push? • When you were on the ride did you experience friction? When? How did you know?