



# Off Road Adventure

Pre-K

<b>Content Area</b>	Science
<b>TEKS</b>	Pre-K Guideline VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects. <a href="https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title-19-part-2">https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title-19-part-2</a>
<b>Goals &amp; Objectives</b>	Guiding Questions: What specifically do all students need to know, or do, at the end of the lesson? Align to state standard.  The student will be able to recognize and identify forces such as push and pull.
<b>Success Criteria</b>	Guiding Questions: How will students know that they have successfully accomplished the goal?  The students will know when they have successfully accomplished the goal when they are able to identify the difference between push and pull and identify real life examples of each.
<b>Materials Needed</b>	Guiding Questions: Are there any accommodations or tools that can assist in helping student achieve the learning goal?  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)  ESL Strategy: Visuals, hand motions
<b>I DO</b>	Guiding Questions: What does teacher need to teach explicitly or model in order for students to be successful?  Examples: <ul style="list-style-type: none"> <li>• Teacher directs instruction</li> <li>• Teacher models expectations</li> </ul> <ol style="list-style-type: none"> <li>1.) Facilitator welcomes students.</li> <li>2.) Using the flip book, facilitator asks students, "Who can tell me what force is?" Students popcorn answers.</li> <li>3.) Using the flip book, facilitator provides definition and example of each force.</li> <li>4.) Using the flip book, facilitator explains the difference between the force push and the force pull.</li> <li>5.) Using the flip book, facilitator will teach the students the hand signs for push and pull.</li> </ol>
<b>WE DO</b>	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?  Examples: <ul style="list-style-type: none"> <li>• Teacher assigns roles</li> <li>• Teacher provides step-by-step directions</li> <li>• Chunk assignment, have students complete one task before moving on to the next.</li> </ul> <ol style="list-style-type: none"> <li>1.) Facilitator will then go through the provided flip book with the group. As the facilitator goes through the book, he/she will follow the prompts on the back of the cards and ask the questions that are listed. (i.e. what force is being used in the picture? How would that object move from one place to another?)</li> </ol>
<b>YOU DO</b>	Guiding Questions: How will the teacher know when the students have mastered the activity?  Examples: <ul style="list-style-type: none"> <li>• Teacher provides rubric with success criteria for a task</li> </ul> <ol style="list-style-type: none"> <li>1.) Students will go on the ride and experience the force to take off, the force of the car moving back and forth on the track, and the force of the brakes.</li> </ol>
<b>Beyond Morgan's Wonderland</b>	Guiding Questions: Was the objective(s) met? Can you connect the activity to "real world" experience? Ask the students to share their learning experience. <ul style="list-style-type: none"> <li>• When you were on the ride did you feel like you were being pulled? When? How did you know it was a pull?</li> <li>• When you were on the ride did you feel like you were being pushed? When? How did you know it was a push?</li> </ul>