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| ***Overview*** | |
| *Topic/Theme*  Please list a brief title for the task | Robot Arm |
| *Lesson/Activity Goal* | Students will be able to orally give directions to create a structure using plastic cups. |
| *Rationale and Unit Placement*  Please provide a few sentences that describe how this lesson or activity might fit within an existing unit. | This lesson supplements lessons and activities completed during the 100th day of school. Students are familiar with procedures of using the cups as well as given a visual for relative directions (left-right-up-down-forwards-backwards). |

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| ***Standards Alignment***  Please list the standards aligned with this task (e.g. K-2PA.2) |
| K-2.P.A.3 Arrange information using concept mapping tools and a set of statements that accomplish a simple task.  K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.  K.SL.2.3 Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.  K.SL.4.3 Give, restate, and follow simple two-step directions. |

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| ***Attributions*** | |
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| *Date:* | 5/23/19 |

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| ***I. Introduction/Anticipatory Set***  How might you make connections to students’ own experiences/ideas or other content to set the stage for the lesson/activity? |
| * Connections to 100th day * Connections to real world i.e building |

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| ***II. Summary Description***  Please describe the procedures or parts of the lesson/activity. If you are using an existing activity, you can include a link to the instructions. Feel free to provide any further instructions for how this lesson/activity might be adapted for be integrated with other parts of the unit. |
| **Day 1-**  Teacher models the creation of structures using plastic cups. Students are then placed into groups of 2 or 3 students to create their own structure (\*During the 100th day of school, students complete an activity where they are given 100 cups and attempt to make a structure.\*)  **Day 2-**  Task 1: Class plays Simon Says  Task 2: Teacher makes the connection between Simon Says and the Robot Arm (arm cannot move unless given relative directions).  Task 3: Teacher models how to create three-cup structure using cups.  Task 4: Students work as a whole group to give the directions to the teacher to build same structure. Teacher follows direction in a way that forces the students to use the relative directional words (more specific…less vague).  Task 5: Students work in pairs with one student giving direction and the other student being the robot arm. Students then switch roles.  Task 6: Class Discussion- What was challenging about each role (person giving directions, person being the robot arm)? |

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| ***III. Whole Group Discussion Central Questions***  What 1-2 central questions might be used with the whole class to solidify the main idea of the lesson/activity? |
| What was challenging about each role? |
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| ***Evidence of Proficiency***  Please list 3-5 categories and brief descriptions of what proficiency looks like for those categories (this can serve as the precursor to a rubric). You do not have to use all of the rows. | |
| Category | Description |
| 1. Collaboration | Students work together in their different roles. |
| 2. Participation | Students are engaged within the whole group lesson, the class discussion, and within their groups. |
| 3. Completion | Students are able to complete the task. |