RAMPED – Summer 2016

Easy Lesson Plan Template[†]

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P = Pretest (think essential questions)
O = Objectives (measurable - see Bloom's taxonomy)
C = Catch (hook, anticipatory set, etc... use different senses, not a question)
A = Activity (procedure of what the students should do)
R = Review (how will students go over what they've learned?)
A = Assessment (formative and/or summative)
P = Posttest (same as pretest for comparison purposes)
S = Standards (Wyoming, NGSS, etc...) showcasing crosscutting concepts[‡]

Pretest Questions	1. What affect do you think strong winds have on things like tall grass, trees and houses? 2. What are some types of materials used to make houses? 3. What are some ways to make a house strong?
Objectives	Students will design and build a house to withstand the wind of "The Big Bad Wolf". (fan of varying speeds) Students will reflect on how to improve their design.
Catch	-Instructor will read the original story of "The Three Little Pigs". -Students will go outside to observe the affect of wind on different objects. -Class discussion of "The Three Little Pigs" and wind observations.
Activity	Class will be divided into three teams. Each team will build a house using specific materials. Team 1-plastic straws and marshmallows, Team 2- tooth picks and DOTS, Team 3- Legos. Each team member will sketch a house design. Each team will decide the best design amongst their group. Teams will have 20 minutes for their build. Each house will be tested using a multi-speed fan. Students will make predictions on how their house will withstand The Big Bad Wolf". Students will then make observations during the testing.
Review	Class will discuss each team's house and how it withstood the varying wind speeds. Class will compare which materials were best and why.
Assessments	Instructor will read "The Three Little Pigs: An Architectural Tale by Steven Guarnaccia Students will then be prompted; Based on what you learned, draw a new house using any of the materials. Explain why this house is stronger than your first house. (talk about your new design in class)

[†] Please add/attach any handouts for this activity to the end of this template
[‡] http://ngss.nsta.org/CrosscuttingConceptsFull.aspx

Posttest Questions (same as pretest questions)	See above Pretest questions
Standards	**K-2-ETS1-1. Ask questons, make observatons, and gather informaton about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.** **K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.** **K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**
Crosscutting Concepts from NGSS	**Structure and Function** The shape and stability of structures of natural and designed objects are related to their function(s).