

# Constructivist Lesson Plan

<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
<p><b>A. Intents/Objectives/Purpose</b> (from Asak's IDME Model—EDFX 2005)  <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)  <b>Scientific Purpose:</b> To test our understanding of gravitational force related to the motion of a ball thrown in the air.</p>		

<b>C. Activities</b>	<b>B. Displays/Resources</b>
<p><b>Administration/Homework</b>            Take attendance.            Hand-out communications to individual students.            Read daily bulletin.            Check to see that individual students have completed the homework assignment.            Go over the homework from last day.            Have students mark their homework. Uncover a few of the homework solutions at a time.</p>	<p>Seating plan &amp; attendance sheet [communications as available]            Daily bulletin            Homework-check sheets            Extra homework worksheets            Transparency of solutions</p>
<p><b>1. Introduction/Set/Advanced Organizers</b></p> <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>• <b>Avoid doing a review</b> 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>	<p>3 tennis balls            a student to juggle the balls</p>
<p><b>2. Clarifying/Creating-Understanding/Concept-Development</b></p> <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 you 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>	<p>Overhead projector and screen or board with chalk or marker.            Transparency showing the trajectory of a ball in the air. See student hypothesis sheet. (Alternately, use chalk and blackboard.)</p>
<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>	<p>Student hypothesis sheet.</p> <p>Overhead projector and screen for a transparency of the student sheet.</p>
<p><b>3. Coached/Guide-Practice/Seatwork</b></p> <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.            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>	<p>Refer to the text—Logical Reasoning in Science and Technology (LoRST)—by Glen Aikenhead.            MAP applet from Alberta Learning, Physics 20, website.            Computer and projector or TV.            Homework exercise</p>
<ul style="list-style-type: none"> <li>• Walk around and use individual interventions to provide coaching/guidance.</li> </ul>	



# Format Of Constructivist Lesson Plan

**Chao Zhang**



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## Table of Contents Format Of Constructivist Lesson Plan

1. Understanding the eBook Format Of Constructivist Lesson Plan
  - The Rise of Digital Reading Format Of Constructivist Lesson Plan
  - Advantages of eBooks Over Traditional Books
2. Identifying Format Of Constructivist Lesson Plan
  - 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 Format Of Constructivist Lesson Plan
  - User-Friendly Interface
4. Exploring eBook Recommendations from Format Of Constructivist Lesson Plan
  - Personalized Recommendations
  - Format Of Constructivist Lesson Plan User Reviews and Ratings
  - Format Of Constructivist Lesson Plan and Bestseller Lists
5. Accessing Format Of Constructivist Lesson Plan Free and Paid eBooks
  - Format Of Constructivist Lesson Plan Public Domain eBooks
  - Format Of Constructivist Lesson Plan eBook Subscription Services
  - Format Of Constructivist Lesson Plan Budget-Friendly Options
6. Navigating Format Of Constructivist Lesson Plan eBook Formats
  - ePub, PDF, MOBI, and More
  - Format Of Constructivist Lesson Plan Compatibility with Devices
  - Format Of Constructivist Lesson Plan Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Format Of Constructivist Lesson Plan
  - Highlighting and Note-Taking Format Of Constructivist Lesson Plan
  - Interactive Elements Format Of Constructivist Lesson Plan
8. Staying Engaged with Format Of Constructivist Lesson Plan

- Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Format Of Constructivist Lesson Plan
9. Balancing eBooks and Physical Books Format Of Constructivist Lesson Plan
- Benefits of a Digital Library
  - Creating a Diverse Reading Collection Format Of Constructivist Lesson Plan
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Format Of Constructivist Lesson Plan
- Setting Reading Goals Format Of Constructivist Lesson Plan
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Format Of Constructivist Lesson Plan
- Fact-Checking eBook Content of Format Of Constructivist Lesson Plan
  - 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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