



Sink or Float?

Linking the Brain, Mind and Teaching

Midterm

October 2012


Dina Discepolo

Target Audience

- Dutchess BOCES, Poughkeepsie NY
- Lesson is currently modified for a whole group setting
- Any first-fifth grade classroom

Name: _____













Did it sink or float?



| Sink | Float |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>Apple</p> <p>Butin</p> <p>Pin</p> <p>Rock</p> <p>Pencil</p> | <p>Apple</p> <p>Pastor</p> <p>Cork</p> <p>Sponge</p> <p>Pin</p> <p>Pencil</p> <p>Straw</p> <p>Pencil</p> |

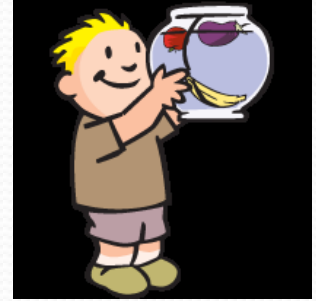
Name: *Vickes*

My Data Sheet

| Object | My Prediction | It Sinks | It Floats |
|---------------------------------------------------------------------------------------------------|---------------|-------------------------------------|-------------------------------------|
| Apple  | <i>SINK</i> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pear  | <i>SINK</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Penny  | <i>SINK</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Cork  | <i>F</i> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Button  | <i>SINK</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pin  | <i>SINK</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Candle  | <i>F</i> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rock  | <i>SINK</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Straw  | <i>SINK</i> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Sponge  | <i>F</i> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rubber Band  | <i>SINK</i> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pencil  | <i>F</i> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Goal Objectives/Outcomes

Understand what makes objects sink or float



Make reasonable predictions

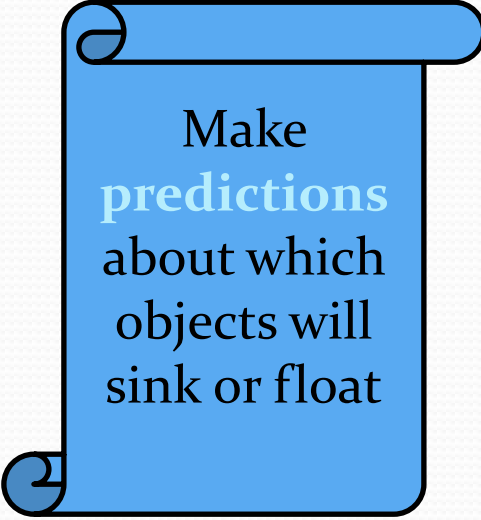


Record their data accurately

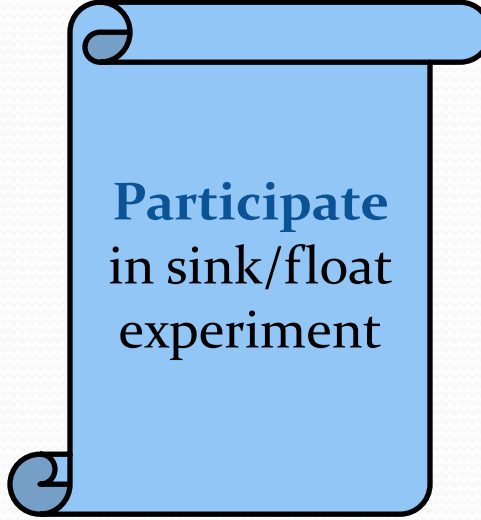




Performance Objectives/Outcomes



Make
predictions
about which
objects will
sink or float



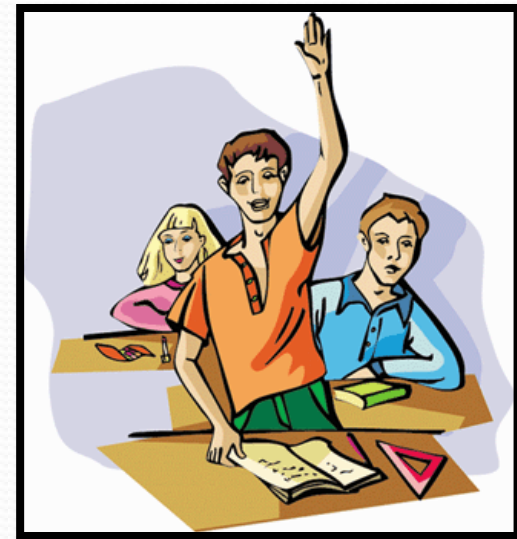
Participate
in sink/float
experiment



Record
observations
about objects
from
experiment

Evaluation Assessment Techniques

- Student Behavior
- Accuracy of data sheets
- Quality of whole group discussion
- Teacher observations



Primacy/Recency

Prime Time 1

Demonstration

Watch BrainPop Jr. video

Downtime

Make Predictions

Perform Experiment

Prime Time 2

Partner pair/share

Whole group discussion



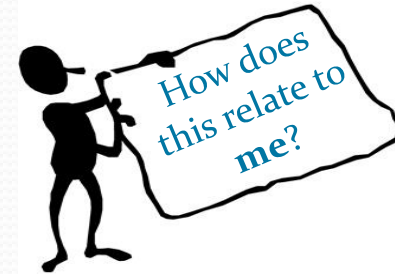
Sense/Meaning



Sense

- Demonstrations
- Group Work
- Guided Practice

Meaning



- Modeling
- Critical Attributes
- How does this relate to your life?

Sensory Preferences

VISUAL
SEE IT 

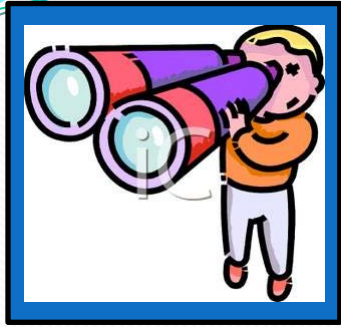
- Watching the video
- Viewing the experiment results

AUDITORY
HEAR IT 

- BrainPop video
- Group work
- Discussions

KINESTHETIC
DO IT 

- Participating in experiment
 - Recording data



Multiple Intelligences





Gregorc's Learning Styles

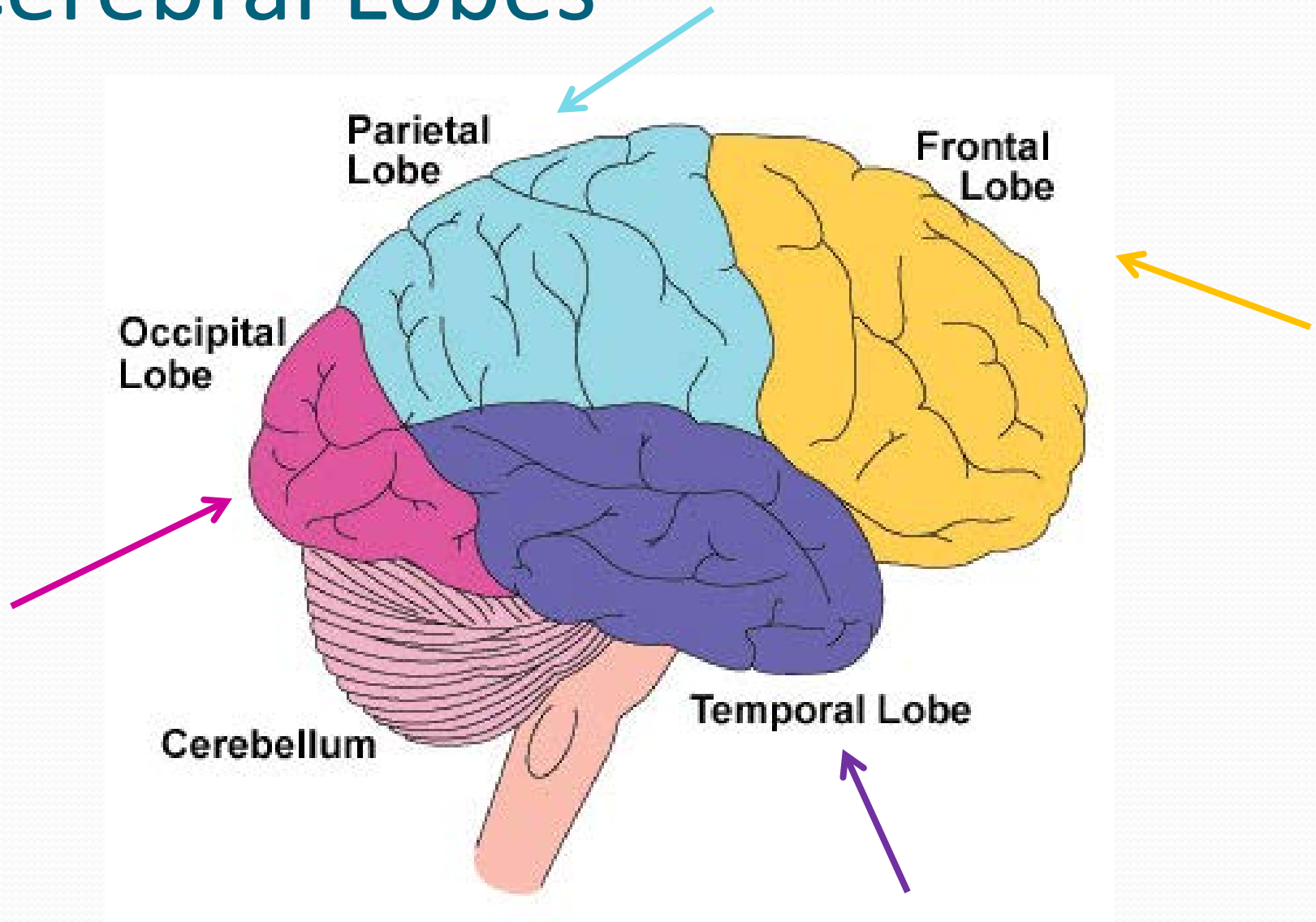
Abstract Sequential

Abstract Random

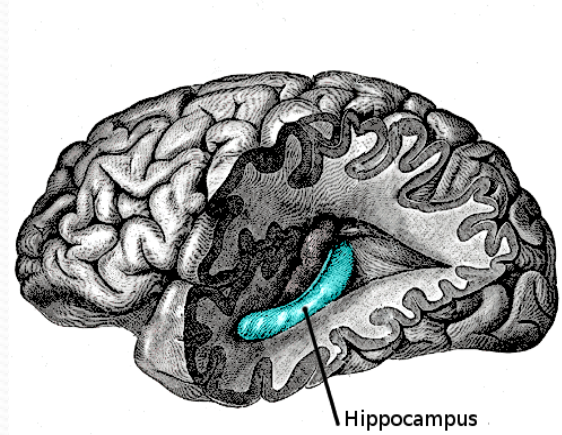
Concrete Random

Concrete Sequential

Cerebral Lobes



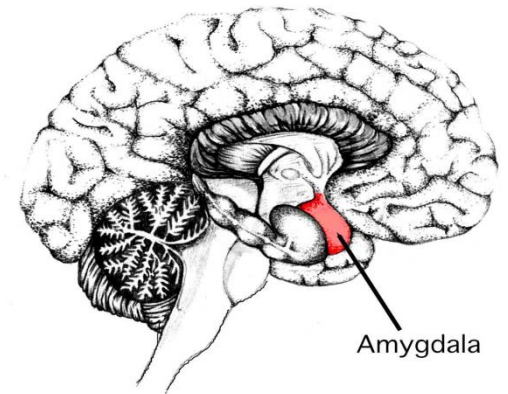
Limbic System



Hippocampus



Thalamus



Amygdala

Technologies Used





References

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gregorc, A. (1985). *Gregorc style delineator. a self-assessment instrument for adults*. Columbia, CT: Gregorc Associates, Inc.

Sousa, D. (2005). *How the brain learns. a classroom teacher's guide*. (3rd ed.). Washington, D.C.: ISTE.