Teacher: Dr. Brooks ED228 Lesson Plan # 2

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| **What my student needs to work on according to assessment and observational data:**  My student is extremely behind in reading. Even though he is in seventh grade, he reads at a first grade level. Because of how behind he is in reading, he has trouble with any of his classes that involve reading comprehension of any kind. For this reason, I plan to work on critical literacy skills by addressing content that is appealing to him.  **Corresponding thinking strategy:**  Student will read about different injuries common in football as well as the pads that protect players from these injuries. After each description the student will point out the muscle groups and bones that these pads protect on a diagram of a human figure.  **Skill related to the thinking strategy:**  Choose a relevant skill for your selected thinking strategy from Keene (2008). This skill should match both your student data and targeted thinking strategy.  “Readers are aware of what they need to comprehend in relation to their purpose for reading”  “Readers use their images to clarify and enhance comprehension”  How will you assess this skill related to the thinking strategy?  I will assess these skills and the use of the thinking strategies through conversation about what each passage means and also by looking at the graphic representation that he fills in. |
| **Indiana Language Arts Academic Standard:** |
| <https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>  *Write your content standard here*  **7.RI.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  *How will you assess this standard?*  I will assess this standard by observing my student’s responses to each of the passages. If he understands the central ideas in each of them, he will be able to accurately point out and draw the pads on the human figure. |
| **Common Core Literacy Standard:**  <https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>  *Write the corresponding Common Core Standard here.*  **4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  *How will you assess this standard?*  I will assess this standard by evaluating how accurately he depicts the pads on the human figure. Student work provides the gateway to assessment with this standard. |
| **Lesson objective**  I will know that this lesson was successful if by the end of the lesson, the student is able to:  Accurately draw football pads onto a human figure and explain which muscle and bone injuries they protect against. |
| **Lesson assessment**  How will you assess your lesson objective (observation, student work, etc.)?  This will be a mix of observation and student work. I will listen to him read each of the passages and guide him through rough parts. If after the passage, I still need to ask leading questions for him to find where the pads go and what they protect, it will signal that he did not comprehend the reading. |
| **Materials**  List the materials (readings, supplies, etc.) that you will need in order to teach the lesson.  We will use short passages about the ten most common injuries in football as well as a labeled figure of a human body. |
| **Why are you approaching the lesson this way?**  **Rationale for method(s):**  I am approaching the lesson this way because it requires subject matter beyond the sport of football. In order to talk about injuries, we need to address anatomy because of the scientific terms used. Also, he will need to use his prior knowledge of football pads to be able to draw them. Because nobody wants to get an injury, I hope my student will be engaged with the readings to fully understand and recognize the importance of the pads in this sport. |
| **Agenda/detailed steps in your lesson plan:**  List the steps that you will take in the beginning of the lesson: How will you introduce the lesson concepts and strategies?  To start the lesson, I will have casual conversation about football and how extreme it is. In this light, I will move the conversation towards injuries and explain that we will go over some of the most common football injuries, what they hurt and how to protect them.  List the steps that you will take in the middle of the lesson: How will you teach the lesson concepts and strategies?  Then, we will go through the injuries, pointing to the human figure as he discovers which part of the body it affects. After all of the injuries have been explained and pointed out, he will read through the main pads used in football. This time he will draw them over the human figuring as well.  List the steps that you will take at the end of the lesson: How will you help your students to draw conclusions and/or self-assess on the lesson concepts and strategies?  I will ask him about the pads on the completed figure and what they protect. He should have no problem talking through each of them. If he needs guidance, he can look back at the passages or I could steer him in the right direction. |
| **Assessment plan**  Fill out this section after you teach your lesson.To what extent was your student successful in mastering the lesson objective? How do you know?  My student did a very good job with this lesson. Even though it was hard for him to remember the scientific terms, he fully understood what each piece of equipment was called and generally what it protected. Also, I have his student work to speak for his immediate comprehension and knowledge of what these pads look like. |
| **Daily reflection**  Fill this section out after you teach the lesson. What worked well? What needs to be changed for next year? What are next steps for students and how will you get them there? What did you learn/unlearn/relearn about teaching? How does this relate to what you have learned so far in your education classes including ED228? What are your next steps for professional growth?  Overall, I would call this lesson a success. He was completely engaged in the subject matter, and even in learning about injuries and human anatomy, he was just as excited and curious as if it was only about football. I think that for our allotted time and his current reading level, this lesson did as well as it could. The next step for this specific student is to continue challenging his reading skills by creating cognitive dissonance, but also keeping him interested. This lesson showed me that multiple subjects can be taught in the disguise of something the student is interested in. Critical literacy exists in all content areas. By engaging multiple intelligences, previous knowledge and crossing subject areas, my student makes multiple connections that he will remember. My next steps for professional growth is to continually evaluate how my lessons are supposed to work in comparison to the actual learning that I observe taking place. By sticking to the theory and methods I have learned this year, I have confidence that my lessons will increase my student’s critical literacy. |

# ED228 Assessment Rubric for Lesson Plans and Reflection

| **Component** | **1**  **Emerging** | **2**  **Basic** | **3**  **Competent** | **4**  **Proficient** | |
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| 15 points  **Connections among student characteristics, standards, thinking strategies, skills, and instruction** | Description of students’ learning styles, and academic characteristics missing.  Makes no or incorrect connections between student data, targeted thinking strategies, related skills, and instructional choices. | Bare bones description of students’ learning styles, and academic characteristics included.  Makes few explicit connections between student data, targeted thinking strategies, related skills, and instructional choices. | Description of students’ learning styles, and academic characteristics included.  Makes some explicit connections between student data, targeted thinking strategies, related skills, and instructional choices. | Well developed, detailed description of students’ learning styles, and academic characteristics included.  Makes strong explicit connections between student data, targeted thinking strategies, related skills, and instructional choices. | |
| 10 points  **Assessment plan** | Assessment criteria is not consistently tied to both content and language standards. Few or no standards are taught and assessed. | Assessment plan delineates assessment criteria that connect to content and/or language standards. Most standards are taught and assessed. | Assessment plan delineates clear assessment criteria that have connections to both content and language standards. All standards are taught and assessed. | Assessment plan delineates clear assessment criteria that have explicit connections to both content and language standards. Assessments include student products and teacher observations. All standards are taught and assessed. | |
| 10 points  **Learning support:**  **Schematic connections** | Few or no opportunities for schematic connections. Few or no connections to real-life problems. Few or no opportunities for higher order thinking planned. | Inconsistent opportunities for schematic connections. Inconsistent connections to real-life problems. Higher order thinking not emphasized. | Provides students with some opportunities to make schematic connections. Provides opportunities for student exploration of higher-order thinking real-life problems. | Provides students with many opportunities to make schematic connections (text to self, text to text, and text to world). Opportunities planned for students to be responsible for posing questions and exploring higher order thinking real-life problems. | |
| 10 points  **Learning support:**  **Interaction and active student engagement** | No opportunities for meaningful student engagement and discussion. No native language use is encouraged. | Few opportunities for meaningful student engagement and discussion. Little use of the native language is encouraged. | Provides some opportunities for active student discussion and engagement. When more than one speaker of a language is present, students have opportunities to clarify their understanding in their native languages. | Provides many opportunities for student choice & active engagement. When more than one speaker of a language is present, students have opportunities to engage in discussions in their native languages and in English. Student group conversations have clear expectations (a protocol) and explicit outcomes. | |
| 10 points  **Learning support:**  **Reading, writing, and/ or vocabulary strategies** | Missing one or more language skills. No academic language development strategies are emphasized. | Provides inconsistent opportunities for reading, writing, speaking, and listening. Strategies and activities support content and/or language objectives.  . | Students have some opportunities for reading, writing, speaking, and listening throughout the lesson. Students practice using a specific strategy that they can use to become better readers, writers, listeners, and/or speakers. | Students have opportunities for reading, writing, speaking, and listening throughout the lesson. The teacher scaffolds (modeling/coaching) the students in learning a specific strategy that they can use to become better readers, writers, listeners, and/or speakers. The strategy is taught using authentic text or conversation, not using a worksheet or workbook. | |
| 10 points  **Research-based instruction for elementary or secondary school students** | Lesson plan does not reflect an understanding of research, theory, and practical strategies addressed in Cores I-II. | Lesson plan reflects some research, theory, and practical strategies addressed in Cores I-II. There is a lot of inconsistency in applying these understandings to lesson plan. | Lesson plan reflects research, theory, and practical strategies addressed in Cores I-II. Some inconsistency in applying these understandings to lesson plan. | Exceeds expectations. Lesson plan reflects a thorough understanding of research, theory, and practical strategies addressed in Cores I-II. These understandings are consistently applied to lesson plan. | |
| 10 points  **Writing** | References missing. Several language convention mistakes. Sentence fragments. Organization is difficult to follow. Difficult to understand. | References incomplete. Some language convention mistakes. Some organizational problems exist, but the analysis is still understandable. | References included for all resources and materials.  Few language convention mistakes.  Good sentence construction.  Well-organized.  Clearly articulated. | Exceeds expectations.  References included for all resources and materials-written in correct APA format.  No language convention mistakes.  Ideas and language flow. Well-organized. Easy to read. |  |
| 25 points  **Reflection** | Doesn’t describe what the writer has learned/ unlearned/relearned about teaching and learning from teaching and reflecting upon the lesson. Doesn’t discuss strengths, areas for professional growth, and questions about teaching and learning in diverse schools.  Neither makes explicit connections to how this new understanding influences his or her beliefs about teaching and learning nor how these insights relate to key concepts in ED228.  Doesn’t suggest any steps for professional growth. | Describes what the writer has learned/ unlearned/relearned about teaching and learning from teaching and reflecting upon the lesson. Discusses some strengths, areas for professional growth, and questions about teaching and learning in diverse schools.  Makes few explicit connections to how this new understanding influences his or her beliefs about teaching and learning as well as how these insights relate to key concepts in ED228.  Doesn’t suggest any steps for professional growth. | Describes what the writer has learned/ unlearned/relearned about teaching and learning from teaching and reflecting upon the lesson. Able to be honest and open about strengths, areas for professional growth, and questions about teaching and learning in diverse schools.  Makes some explicit connections to how this new understanding influences his or her beliefs about teaching and learning as well as how these insights relate to key concepts in ED228.  Provides a general idea of how the writer may take the next steps in her or his professional growth. | Describes what the writer has learned/unlearned/relearned about teaching and learning. Able to be honest and open about strengths, areas for professional growth, and questions about teaching and learning in diverse schools.  Makes several strong, explicit connections to how this new understanding influences his or her beliefs about teaching and learning as well as how these insights relate to key concepts in ED228.  Outlines a research-based, concrete example of how the writer may take the next steps in her or his professional growth. |  |