Teacher: Matt McCue     ED228 Lesson Plan # 1

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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 a passage and then draw a representation of the main idea encapsulated in the reading.  **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?  Not only will graphic representations drawn by the student help me to determine whether or not he understands the content, a final assessment asking for three main ideas will give me a better idea of how much the student really took away from the lesson.  **Activity/teaching strategy that you will teach your student to use**  Choose an activity/teaching strategy that you will teach to your student to help him/her develop the target thinking strategy. Our Dropbox folder contains several strategy ideas. This strategy should match the student data, targeted thinking strategy, and related skill.  Click here to enter text. |
| **Indiana Language Arts Academic Standard:** |
| <https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>  *Write your content standard here*  7.5.5  Write summaries of reading materials that: • include the main ideas and most significant details.  • use the student’s own words, except for quotations. • reflect underlying meaning, not just the superficial details.  *How will you assess this standard?*  I will assess this standard by having my student draw representations of the main ideas as well as write summarizing statements about the passages they have read. |
| **Common Core Literacy Standard:**  <https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>  *Write the corresponding Common Core Standard here.*  1. 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 asking my student to draw or write out more than two central ideas from within the text read. |
| **Lesson objective**  I will know that this lesson was successful if by the end of the lesson, the student is able to:  Accurately depict the main idea of each passage as well as write out three sentences explaining main ideas in the passages. |
| **Lesson assessment**  How will you assess your lesson objective (observation, student work, etc.)?  I will assess my lesson objective by observing how the student reads aloud in comparison to the physical products he is able to produce as a result of the reading. The student work should speak for itself, but my observation will ensure a well rounded assessment of the student’s progress. |
| **Materials**  List the materials (readings, supplies, etc.) that you will need in order to teach the lesson.  All I need to teach this lesson are the pictures and passages that I printed out and a pencil for the student to use to write and draw. |
| **Why are you approaching the lesson this way?**  **Rationale for method(s):**  I am approaching the lesson this way because the content interests my student and the plan addresses multiple intelligence's for him to make connections with. |
| **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?  I am going to introduce the lesson by showing him a clip of football that uses multiple filming angels and techniques. Before I show him the video I will advise him to take note of the little details throughout the clip.  List the steps that you will take in the middle of the lesson: How will you teach the lesson concepts and strategies?  In the middle of the lesson I will have him reading small passages that give recommendations for filming football. After he reads each point, he will draw a graphic representation of the main idea. This will encourage him to read for the information that is most important, as well as ask him to cross from the language intelligence to the spatial intelligence.  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?  In order for the student to draw conclusions and self-assess, I will have him write three complete sentences that bring to light the main ideas of everything he read. Hopefully, this will illuminate new knowledge gained through the lesson in addition to competence in critical literacy. |
| **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?  After teaching this lesson my student, I am not fully convinced that he mastered reading comprehension of the small passages I gave him. Even though he could draw a picture of the main idea, it took leading questions and ideas on my end to stimulate his thinking. When I gave him the final assessment he had trouble formulating his thoughts into three sentences. Once again, I had to guide his thinking with questions in order for him to complete the final assessment. |
| **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?  I think that this lesson did a great job of engaging my student. He was very into the lesson from the start to the very end. I think that this lesson could be modified so that in addition to the drawings they produce after each reading, they could also write a short sentence or caption for their picture. This would further the assessment available as well as give them more opportunities for meaning making. The next step for this student is to continue to push him towards critical literacy. I will do this by continually asking him to read and make meaning in as many different ways as possible. I learned that even with a very simple lesson and simple readings, students may still not latch on to the content being addressed. This relates to what I have learned in the education program so far because it illustrates that things do not always work according to plan. Even still, my student did maintain engagement and try his best throughout the entire lesson. My next step is to evaluate how this lesson worked and modify it so that it creates just enough cognitive dissonance for my student grow. |

# 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. |  |