

ED 345 Calvin College Lesson Planning Form

Teacher: Kelsey Stark

Date: Fri Oct 2nd

Subject/ Topic/ Theme:

I. Objectives
<p>What is the main focus of this lesson? This lesson will focus on sharing the student's research on a specific bird of New Mexico with the rest of the class.</p>
<p>How does this lesson tie in to a unit plan? (If applicable.) This is the final lesson plan in the student's New Mexico birds unit. This lesson will be a wrap-up, where students will share their research with the rest of the class.</p>
<p>What are your objectives for this lesson? (As many as needed.) Indicate connections to applicable national or state standards. If an objective applies to only certain students write the name(s) of the student(s) to whom it applies.</p> <p>Students will be able to: -verbally describe with a clear, loud voice the research their group found about their assigned bird -listen and comprehend information given in other group presentations</p> <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

II. Before you start		
Prerequisite knowledge and skills.	Ability to speak in front of the class clearly and with a loud voice. Ability to summarize and recount information researched. Basic understanding on bird anatomy, adaptations, and habitats.	
Assessment (formative and summative)	Formative: Observation and questioning will be used as students prepare for their presentation in order to assess student growth and abilities. Summative: The teacher will be using the presentation rubric to assess how well students prepare for their presentation, as well as how clearly they speak during the presentation.	
Universal Design for Learning Networks/Domains (see UDL Guidelines)		
RECOGNITION	STRATEGIC	AFFECTIVE
Multiple Means of Representation	Multiple Means of Expression (Action)	Multiple Means of Engagement
<p><i>Options for Perception</i></p> <p>A microphone will be used during the lesson as an aid for students' with hearing difficulties.</p>	<p><i>Options for action/interaction</i></p>	<p><i>Options for recruiting interest</i></p> <p>Students will be sharing their research with their peers. This will increase their interest and engagement in preparing for their presentation.</p>

<i>Options for Language/Symbols</i>	<i>Options for Expression</i> Sentence starters for students as they explain what they came to find in their research will be posted at the back of the room during student presentations in order to help students organize their thinking.	<i>Options for Sustaining Effort & Persistence</i>
<i>Options for Comprehension</i>	<i>Options for Executive Function</i>	<i>Options for Self Regulation</i>
Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?	Sentence starters for presentations - written on anchor chart Research web page links for each group	
Do you need to set up your classroom in any special way for this lesson? If so, describe it.	The classroom will be set up in its normal fashion.	

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
Whole Group 5min	Motivation (Opening/ Introduction/ Engagement)	<ul style="list-style-type: none"> -The teacher will welcome the students to the final day in their New Mexico bird unit! -The teacher will explain that after stations today all of the groups will be presenting to one another what they learned about the specific bird they researched. -The teacher will explain that each person will be expected to say something about what they learned in their specific research area, and that the teacher will introduce them and what they researched before they are given their turn to speak. They will then say one or two things about what they learned. Direct the students to the sentence starters at the back of the room, for if they get stuck. -The teacher will also explain that the captain will be the person who introduces the group and their research. -The teacher will ask if there are any questions.
Stations: 30min each Whole Group Presentations 25min	Development	<ul style="list-style-type: none"> -The teacher will then send the students off to stations, explaining that one of the stations will be time for them to practice and prepare for their presentation. -The teacher will work at the presentation station, doing a run through with each station before their presentation. -The teacher will give the students a five-minute warning. -The teacher will then call the students back to their seats. -The teacher will welcome the students, thanking them for all of their hard work during the unit. -The teacher will call up groups one at a time to present. -The teacher will then introduce each research captain one by one, allowing them a minute to introduce the bird they researched. -The teacher will then introduce each team member and what area they studied, allowing them time to tell/read off of the website what they learned. -The teacher will continue until all four groups have gone.

5min	Closure	-The teacher will thank the students for all of their hard work during the bird unit, and will remind them to keep checking back at the bird feeder for new bird sightings throughout the year.
Your reflection on the lesson including ideas for improvement for next time:		