**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.3**  **Designing Instructional Strategies and Activities** |
| **Name:** Abby Harnack **Date:** January 5, 2017 **Course#:** ED 450 – Student Teaching |
| Overview: The Instructional Strategies format supports KTS 2 (Designs and Plans Instruction), 4 (Implements and Manages Instruction), 5 (Assessment), and 6 (Demonstrates Implementation of Technology).  **Instructional Unit Design Template**  Using the chart below outline **all** the lessons designed to facilitate student learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve.  For each lesson:   * Identify the unit objective addressed (by number only). * Write the specific lesson objective/learning target(s) that is aligned to the unit objective. * Write the formative assessment(s) that will be utilized for the objective. * Describe the differentiated assessment plan. * Describe the strategies/activities you plan to use. * Describe differentiated strategies/activities to meet diverse student needs as identified in the class. * Describe the media/technologies/resources used for the lessons. |

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| **Lesson #** | **Unit Objective #** | **Lesson Objectives/ Learning Target** | **Formative**  **Assessment(s)** | **Instructional Strategies/Activities** |
| 1 | Science Unit Objective 1 | Students will be able to demonstrate their understanding of the relationship between the Earth and the Sun by correctly answering 4 out of 5 questions on an exit slip. | **Assessment Description:**  Students will be asked to complete an exit slip at the end of the lesson. Five questions will be displayed on the Smart Board using a PowerPoint presentation. Students will be expected to number and write their answers on notebook paper. Students will be required to make observations in order to answer the questions. Each question will focus on the relationship between the Earth and the Sun.  **Differentiated Assessment Plan:**  This assessment will meet the needs of both auditory and visual learners. Directions, questions, and answer choices will be read aloud to the students. This will appeal to auditory learners. Pictures will accompany the questions for the purpose of making observations. Such pictures will appeal to visual learners. | **Strategies/Activities:**   * Science Textbook Reading and Discussion * Earth/Sun Model * Science Textbook Reading and Discussion * “Why Do We Have Shadows?” YouTube Video * Smart Board Shadow Drawing Activity   **Differentiated Strategies/Activities:**  In order to effectively differentiate for all student needs, I considered several learning styles when creating this lesson. Auditory learners will benefit from the textbook reading/discussion and YouTube video. The textbook images, Earth/Sun model, YouTube video, and Smart Board shadow drawing activity will appeal to visual learners. Kinesthetic learners will enjoy interacting with technology. Interpersonal learners will benefit from the class textbook reading/discussion and class shadow drawing activity. Students will individually complete the formative assessment. Therefore, this assessment will appeal to intrapersonal learners. |
| 2 | Science Unit Objective 1 | Students will be able to write two specific facts about the Sun. | **Assessment Description:**  Students will be asked to write down three specific facts about the Sun. These facts should be written on a piece of notebook paper. Several different facts about the Sun will be discussed during this lesson. Students will be expected to use invented spelling when writing down their facts. If I can’t read their writing or understand their spelling, students will be asked to read their written Sun facts to me.  **Differentiated Assessment Plan:**  If students would prefer to give their facts about the Sun orally, they may ask not to write their facts. Some students may feel less confident about the assessment since it involves writing. Mrs. Ward and I will listen to the students who decide to give their facts orally. This assessment has been differentiated by providing students two choices for how to complete the lesson’s formative assessment. | **Strategies/Activities:**   * Science Textbook Reading and Discussion * “All About the Sun for Kids” YouTube Video * “The Sun” Studies Weekly Reading and Discussion   **Differentiated Strategies/Activities:**  In order to effectively differentiate for all student needs, I considered several learning styles when creating this lesson. Auditory learners will benefit from the textbook reading/discussion, YouTube video, and “The Sun” Studies Weekly reading/discussion. The images in the textbook, video, and Studies Weekly magazine will appeal to visual learners. Kinesthetic learners will enjoy the drawing activity within the magazine. Interpersonal learners will benefit from the class discussions. The individual work of the formative assessment will appeal to intrapersonal learners. |
| 3 | Science Unit Objective 1 | Students will be able to write a specific fact about two different planets. | **Assessment Description:**  Students will be asked to write down the names of three different planets and an accompanying fact. These facts should be written on a piece of notebook paper. Students will learn an important fact about each planet during this lesson. Students will be expected to use invented spelling when writing down their facts. If I can’t read their writing or understand their spelling, students will be asked to read their written planet facts to me. An image of the solar system will be displayed on the Smart Board during the formative assessment for students to make observations to relate to their facts.  **Differentiated Assessment Plan:**  If students would prefer to give their facts about the planets orally, they may ask not to write their facts. Some students may feel less confident about the assessment since it involves writing. Mrs. Ward and I will listen to the students who decide to give their facts orally. This assessment has been differentiated by providing students two choices for how to complete the lesson’s formative assessment. | **Strategies/Activities:**   * Science Textbook Reading and Discussion * Planet Fact Matching Activity   **Differentiated Strategies/Activities:**  In order to effectively differentiate for all student needs, I included instructional strategies that appeal to several different learning styles. Auditory learners will benefit the textbook reading and discussion. The textbook images, planet images, and the matching activity will meet the needs of visual learners. Kinesthetic learners will enjoy the cutting and gluing of the matching activity. Interpersonal learners will benefit from the class reading of the textbook and class discussions. Intrapersonal learners will enjoy having their own matching activity to complete. Such learners will also benefit from independently completing the formative assessment. |
| 4 | Language Unit Objective 1 | Students will be able to list the three parts of an informative/explanatory text. | **Assessment Description:**  Students will list the three parts of an informative piece of writing. Students will list the parts on notebook paper. The parts should be written in the appropriate order. Students will be asked to use invented spelling when listing the parts. If I can’t read a student’s writing or understand their spelling, the student will be asked to read their written answers to me.  **Differentiated Assessment Plan:**  If students would prefer to state the parts of informative writing, they may ask not to write the parts. Some students may feel less confident about the assessment since it involves writing. Mrs. Ward and I will listen to the students who decide to state the parts orally. This assessment has been differentiated by providing students two choices for how to complete the lesson’s formative assessment. | **Strategies/Activities:**   * Informative Writing Mini-Lesson * *God’s Planets* Class Book Introduction * Writing Workshop   **Differentiated Strategies/Activities:**  This lesson will meet the needs of several different types of learners. Auditory learners will benefit from the oral informative writing mini-lesson. The rubric including specific criteria for the assignment will appeal to visual learners. Kinesthetic learners will enjoy drawing a picture of their planet to accompany their writing. The needs of interpersonal learners will be met through the researching and discussion with “planet buddies.” Intrapersonal learners will enjoy personally creating their own piece of writing for the *God’s Planets* class book. |
| 5 | Language Unit Objective 1 | Students will be able to fully complete a self-assessment using the *God’s Planets* Class Book Page rubric. | **Assessment Description:**  Students will not complete a formative assessment for this lesson. By the end of this lesson, students should have their personal pages for our *God’s Planets* class book complete. These pages serve as one of the unit’s summative assessments. The students’ pages will be used to determine how many of the students successfully met the unit’s language objective one.  **Differentiated Assessment Plan:**  Since there is no formative assessment, it is not differentiated. However, the pages students are to create for the class book include both a written portion and a drawing portion. This appeals to two types of learners. Also, visual learners will enjoy having a rubric to use for self-assessment purposes. | **Strategies/Activities:**   * *God’s Planets* Class Book Recap * Writing Workshop * *God’s Planets* Class Book Pages Self-Assessment   **Differentiated Strategies/Activities:**  This lesson solely focuses on completing the summative writing assignment for language unit objective one. The assignment includes both a writing portion and drawing portion which appeals to two sets of learners. Students will individually write a piece which meets the needs of intrapersonal learners. However, students are grouped according to their planet. Facts are researched and shared between group members. Such group work will appeal to interpersonal learners. Self-assessing with a rubric will benefit visual learners. |
| 6 | Science Unit Objective 2 | Students will be able to score an 80% on an independent Studies Weekly activity involving characteristics of the Moon. | **Assessment Description:**  Students will complete a Studies Weekly activity after reading the Studies Weekly *Space* magazine. Students will be expected to complete the activity independently. Mrs. Ward will be available to answer any questions the students have when reading the magazine or completing the activity. Students will be expected to correctly complete 80% of the activity. The magazine and activity focus on the characteristics of the night sky, specifically the Moon.  **Differentiated Assessment Plan:**  This assessment will strongly appeal to both visual and intrapersonal learners. The Studies Weekly displays great images including one depicting the phases of the moon. Students will complete the activity independently. Students who enjoy writing will also benefit from this activity as they will be given the opportunity to write about one of their observations. | **Strategies/Activities:**   * Textbook Reading and Discussion * Studies Weekly and Oreo Moon Phases Stations   **Differentiated Strategies/Activities:**  Multiple learning styles were considered when creating this lesson. The textbook images, Studies Weekly images, YouTube Video, and Oreo models will all appeal to visual learners. Auditory learners will benefit from the textbook discussion and YouTube video. Kinesthetic learners will enjoy getting to use their hands to create different Moon phases with the Oreos. The class textbook reading/discussion and group Oreo activity will appeal to interpersonal learners. Intrapersonal learners will benefit from individually reading the Science Studies Weekly *Space* magazine and independently completing the activity. |
| 7 | Science Unit Objective 3 | Students will be able to correctly identify 4 out of 5 true/false statements regarding stars and constellations. | **Assessment Description:**  In order to effectively measure student progress during this lesson, students will complete a five-question true/false formative assessment. Statements with accompanying images will be displayed on the SmartBoard using a PowerPoint presentation. Students will be required to listen to the statement read aloud, observe the picture, and then either mark the statement as true or false on a sheet of notebook paper.  **Differentiated Assessment Plan:**  This formative assessment meets the needs of auditory, visual, and intrapersonal learners. I will read each statement aloud to the students. Orally giving the statements will appeal to auditory learners. Visual learners will benefit from the images that accompany each true/false statement. Students will be required to think on their own and write their own answers. Such independent thinking will appeal to intrapersonal learners. | **Strategies/Activities:**   * Textbook Reading and Discussion * Smart Board Constellation Drawings * *Stars and Constellations* Reading and Questioning   **Differentiated Strategies/Activities:**  Multiple learning styles were considered when developing this lesson. Auditory learners will enjoy the textbook reading/discussion and the *Stars and Constellations* reading and questioning. The textbook images, constellation drawings, and *Stars and Constellations* images will all appeal to visual learners. Kinesthetic learners will benefit from the constellation drawing activity. Interpersonal learners will enjoy the class textbook reading/discussion, the group constellation drawings, and the class reading of *Stars and Constellations*. Individually drawing the constellations on an activity sheet will meet the needs of intrapersonal learners. |
| 8 | Science Unit Objectives 1, 2, and 3 | Students will be able to make two appropriate observations about the life of an astronaut by correctly viewing different images. | **Assessment Description:**  Students will view a collage of three pictures on a PowerPoint slide. Each picture will be of an astronaut in space. Students will be required to view the pictures and then attempt to make three appropriate observations about the life of an astronaut. Students will list their observations on a sheet of notebook paper. Students will be expected to use invented spelling. If I cannot read a student’s writing, I will ask them to read their written observations to me.  **Differentiated Assessment Plan:**  This formative assessment will appeal to visual and intrapersonal learners. Visual learners will enjoy observing the images of the astronauts on the PowerPoint slide. The assessment will be completed individually by the students. This independent work will appeal to intrapersonal learners. Students will be provided the option to give their observations orally to Mrs. Ward or me. Some students may become overwhelmed by the idea of writing their observations. | **Strategies/Activities:**   * Textbook Reading and Discussion * Textbook Writing Activity * *The Moon* Chapter Three Reading * “Take a Tour of the Space Station” YouTube Video * Tech Connect Reading and Discussion   **Differentiated Strategies/Activities:**  Different learning styles were considered when developing this lesson plan. Visual learners will benefit from the textbook images, *The Moon* images, and the images within the YouTube video. The textbook reading/discussion, *The Moon* read-aloud, and YouTube video will all appeal to auditory learners. Students who enjoy writing will be glad to have the opportunity to write on page 124 in the science textbook. Kinesthetic learners will benefit from the desk and carpet transitions. The class textbook reading/discussion and group read-aloud will appeal to interpersonal learners. Intrapersonal learners will enjoy individually completing the writing activity and formative assessment. |
| 9 | Science Unit Objectives 1, 2, and 3 | Students will be able to provide a piece of evidence that demonstrates their knowledge of the unit’s content during the review. | **Assessment Description:**  I will use a checklist for this lesson’s formative assessment. The students will participate in a review activity during the lesson. Each student will be given the opportunity to answer a question. The students will earn a checkmark if they answer the question correctly or provide evidence that they understand the content of the question. If the student appears to have no knowledge of the content or refuses to participate, that student will not earn a checkmark.  **Differentiated Assessment Plan:**  This formative assessment will appeal to interpersonal, auditory, visual, and kinesthetic learners. The review activity will be completed as a class causing interpersonal learners to enjoy the review. The questions and answer choices will be read aloud. Discussion will also follow each question. This will meet the needs of auditory learners. Images will accompany each review question in order to mirror the upcoming test. Such pictures will appeal to visual learners. Students will be asked to get up from their desks and mark their answers on the SmartBoard. Such movement will benefit kinesthetic learners. | **Strategies/Activities:**   * Textbook Review * SmartBoard Review Activity * Marshmallow Constellations   **Differentiated Strategies/Activities:**  Several learning styles were considered when creating this lesson plan. Visual learners will benefit from the textbook review images, review activity images, and marshmallow constellation patterns. The class discussions that will accompany the entire lesson will meet the needs of auditory learners. Intrapersonal learners will enjoy creating their own personal marshmallow constellation. Interpersonal learners will benefit from the class textbook review and class review activity. Interacting with technology for the review and creating their own constellation will strongly appeal to kinesthetic learners. |
| 10 | Science Unit Objectives 1, 2, and 3 | There are no specific lesson objectives. The lesson objectives are the science unit objectives. | **Assessment Description:**  There is no formative assessment for this lesson. Students will complete a summative assessment for this lesson.  **Differentiated Assessment Plan:**  N/A | **Strategies/Activities:**   * Space Unit Summative Assessment   **Differentiated Strategies/Activities:**  This summative assessment will meet the needs of intrapersonal, auditory, and visual learners. The assessment will be completed individually. Such independent work will meet the needs of intrapersonal learners. All of the assessment questions and answer choices will be read aloud to the students. Auditory learners will benefit from such reading. Each assessment question will be accompanied by an image. Such images will appeal to visual learners. |
| **Use of Technology for Instruction**   1. Describe how you will use technology to enhance instruction.   Technology will be used in a variety of ways to enhance instruction. The document camera will be used to display the textbook so students can easily follow along during the times of textbook reading and discussion. The SmartBoard will be used to show various videos and several images for formative assessments, summative assessments, and instructional strategies. Technology will also be used to record, analyze, and communicate assessment results.   1. Describe how students will use technology to enhance/facilitate their learning.   Students will use technology on three separate occasions during this unit. Students will practice drawing shadows on the SmartBoard based on the position of the Sun. Students will attempt to connect stars in a certain pattern in order to form a specific constellation. This will be done on the SmartBoard. Lastly, students will mark their answers to review questions on the SmartBoard. Students will also regularly view images, videos, and assessment data on the SmartBoard. | | | | |