**Campbellsville University**

**School of Education**

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| **Source of Evidence**  **Lesson Plan** | | | | | |
| **Name**  Abby Harnack | | **Date**  October 9, 2014 | | | **Course**  ED 310 |
| **School**  Taylor County Elementary School | | **Location**  Campbellsville, Kentucky | | | **Teacher**  Mrs. Cox |
| **# of Students -** 26  **# of males -** 13  **females -** 13 | | **# IEP -** 10 | | | **#Gifted -** 0 |
| **# ELL -** 0 | | **Age/Grade Level**  4th Grade | | | **Content**  Reading |
| **Unit Title if applicable:**  N/A | | | **Lesson Title**  Point of View | | |
| **School Data and Instructional Goals**  Review and identify by listing school data and instruction goals from: (1) the School Report Card, including gap data; (2) Comprehensive District/School Improvement Plan; and (3) the most recent K-PREP data in your content area. *Others sources may include MAP data, STAR data, RtI data, end-of-course exams, Program Reviews, and content literacy plans.*   * After reviewing the School Report Card, I learned that 33.3% of the students within the gap group at Taylor County Elementary School fall at the reading performance level of novice. The majority of the students within the non-duplicated gap group fall at the reading level of proficient. The percentage of students at the proficient level is 34.3%. The percent of students at the level of novice is quite similar to the percent of students at the level of proficient. According to Taylor County Elementary School’s Comprehensive School Improvement Plan, the goal of the school is to provide a safe, nurturing learning environment for all children. One of the main goals of the CSIP includes increasing the average combined reading and math proficiency ratings from 33% in 2012 to 66.5% in 2017. Once I reviewed the most recent K-Prep data, I determined that 31.3% of the fourth grade students performed at the level of novice in the content area of reading. I was surprised to learn that 46.8% of the fourth grade students performed at the level of either proficient or distinguished in the content area of reading. All of this school data represents the entirety of the fourth graders at Taylor County Elementary School. The class I will be teaching is not a representation of the average reading performance levels. All the students I will be teaching fall at the reading performance level of novice.   Based on your review, in a narrative describe your anticipated contribution toward student achievement.   * Since one of the main goals of Taylor County Elementary School is to create a safe, nurturing learning environment for all children, I plan to create such an environment as I teach my lesson. I will be aware of the learning atmosphere, and I will make sure all students are treated fairly. In addition, I will provide encouragement and support to all students so that may feel nurtured. Students will achieve academic success if they feel both safe and nurtured within their provided learning environment. I will contribute toward student achievement by instructing students on a specific reading concept that will increase their understanding of the subject of reading as a whole. Taylor County Elementary School hopes to increase the students’ average combined reading and math proficiency ratings. I hope to instruct these students well so they may learn the concept and will be able to perform at a higher level in the content area of reading. Students will be successful academically because I will attempt to meet all student needs. Each child will be given the ability to meet their full learning potential in the area of reading. | | | | | |
| **Knowledge of Students** *(D1b)*  Describe the cognitive, social and emotional development stages of the students for whom this lesson is planned. How did you determine the stages of the students?   * This lesson is planned for students who are in the fourth grade. These students have limited ability to reason about abstract or hypothetical ideas; however, the ability is increasing. They are now able to focus on important stimuli and ignore irrelevant stimuli. The thought and knowledge of the students is becoming increasingly symbolic. Their knowledge of academic subject matter consists largely of discrete, unintegrated facts. The fourth graders for whom my lesson is planned possess these cognitive development characteristics. Socially, these students now are fully able to recognize the fact that people’s actions do not always reflect their true thoughts and feelings. They have a growing realization that other people interpret their experiences. Most importantly, fourth graders at this social development stage have decreased their acceptance of rigid stereotypes of particular groups of people. Emotionally, fourth graders have had time to establish close relationships with family members, siblings, peers, and teachers. In addition, they have gained an increasing ability to regulate emotions. All of these developmental factors must be considered while creating this lesson. I determined the stages of the fourth graders by reflecting on my past observations and reviewing charts covering specific child development trends.   Describe the backgrounds of students: cultures, skills, language proficiency, interests and special needs. How did you determine the students’ backgrounds.   * I determined the students’ backgrounds by conversing with the students and asking Mrs. Cox for specific details in regards to the individual students’ backgrounds. Mrs. Cox’s classroom is a collaborative setting with a special education resource teacher and an assistant. Many of the students have Attention Deficit Hyperactive Disorder (ADHD). Ten of the students are identified in some area of special education, and many more students are in the identification process where they have entered Tier 3 of Response To Intervention in reading. Two students have a behavioral intervention plan and work with the PASS teachers at Taylor County Elementary School. PASS teachers specifically work with students who consistently misbehave in the classroom. Many of the students have some sort of issue at home causing them not to have a stable and supportive home environment. Several students are constantly transferred from one caregiver to the next. All of these factors must be considered when creating my lesson. | | | | | |
| 1. **Lesson Context** *(D1a: Knowledge of Content)* | | | | | |
| **Respond to each of the following items:**  **a. Identify the enduring skill (s) /essential questions/unit objective (s)/ learning targets addressed by this lesson.**   * KLG 1 – Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.   KLG 1.10 – Students organize information through development and use of classification rules and systems.  **b. Connect the skills/questions/objectives/targets to the state curriculum documents (i.e. KY Core Academic Standards, Program of Studies)** *Be sure to include ELA and content literacy.*   * KCAS – Craft and Structure – Grade 4 Students – 6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   **c. Describe the pre-assessment (s) used to establish all students’ baseline knowledge and skills for this lesson** *(D1b: Knowledge of Students).*   * I will give a pre-assessment using the clicker system provided by Campbellsville University. The pre-assessment will include eight questions over point of view. Students will be assigned individual clickers and will use the device to select their answers to the questions displayed on the Smart Board. I will use PowerPoint to display the questions. The pre-assessment will be given to the students two days before I present my lesson. This will allow me time to review the pre-assessment results. After my review, I will decide what areas need to be emphasized the greatest during my lesson. Mrs. Cox warned me that the majority of the students will have a very limited understanding of point of view. Therefore, I expect that the majority of the pre-assessment questions will be incorrectly answered.   **d. Describe how you will differentiate instruction to accommodate students’ identified learning strengths and needs** *(D1b: Knowledge of Students)***.**   * Taylor County Elementary School organizes their reading classes based on their individual reading levels. Therefore, my instruction will not need to be highly differentiated since the students in this class will all be on a similar reading level. Mrs. Cox informed me that every student within the class falls at or below the 10th percentile. All the students read at a kindergarten to first grade level. Although the students in this class all share novice reading levels, my instruction will still need to be differentiated in some ways. I have identified certain students within the class that will need extra assistance. I will provide additional encouragement to these students. Also, I will guide them while they complete their worksheet. Students who understand the presented concept of point of view will be expected to complete the worksheet independently. Since the class is composed of students with a similar reading level, various levels of difficulty for the worksheets or assessments do not need to be created. Although the differentiation is limited, it is still present. The differentiation for this lesson focuses more on encouragement and assistance rather than a variety of difficulties.   **e. Describe the summative assessment (s) for this lesson/unit.**   * The summative assessment for this lesson will be identical to the pre-assessment. The clicker system will be used again. I will display the same eight questions on the Smart Board using PowerPoint. The students should be familiar with the types of questions since I will have discussed them throughout the lesson. In addition, the students will have completed a worksheet with similar questions. I will be able to directly see what the students learned by comparing the pre-assessment results with the summative assessment results. I expect the students to be able to answer the majority of the questions correctly since we will have covered the material in a variety of ways. Also, I expect there to be a drastic difference in results since Mrs. Cox informed me that the students’ scores on the pre-assessment will most likely be very low. | | | | | |
| **Knowledge of Resources** *(D1d)*  **List all specific materials for this lesson.**   * Clickers * PowerPoint Presentation * YouTube Videos * Interactive Notebook Activity * Worksheets * Books   **List all technology and media used to prepare/ teach this lesson.**   * Smart Board (PowerPoint, Interactive Notebook Activity) * Document Camera (Worksheet) * Internet (Lesson Plan Ideas, YouTube videos) * Clicker System (Pre-Assessment, Summative Assessment) * Microphone System   **List all technology to be used by students in this lesson.**   * Smart Board (Interactive Notebook Activity) * Clicker System (Pre-Assessment, Summative Assessment)   **List all assistive (low and high tech) and adaptive technology used in this lesson.**  **-** Microphone System (hearing impairment)  *\*Resources can be beyond the classroom/school and therefore include the community, professional organizations and universities. e. g. They can include textbooks on varying levels to accommodate student needs.* | | | | | |
| **Approaches to Learning encouraged/supported:**  **Co-Teaching Strategy (ies) used (if applicable).**   * I did not co-teach this lesson. However, Mrs. Cox did provide outstanding encouragement, support, and advice as I developed my lesson and presented my lesson to her students. | | | | | |
| **2. Lesson Outline** | | | | | |
| **Lesson Objectives/Learning Targets**  *(D1c. Rigorous, important, student learning oriented, measurable, varied)* | **Formative Assessment Process**  *(D 1f Aligned with outcomes and clear)* | | | **Instructional Strategies/Activities**  *(D1E. Heart of planning, showing knowledge of content and students.)* | |
| **Objective/Target: KCAS, measurable**  \*After the completion of this lesson, students will understand both first person point of view and third person point of view and will be able to answer 6 out of 8 questions correct on an assessment over point of view. | **Assessment Descriptions**  **\*Interactive Notebook Activity –** Individual students will be asked to work with the interactive activity. If the students complete the activity correctly, I will know the concept has been learned. If the students struggle with the activity, I may need to reiterate key concepts before the summative assessment is given.  **\*Worksheet –** Students will be given a worksheet after the PowerPoint presentation is complete and the Interactive Notebook Activity has been finished. As I walk throughout the classroom, I will observe the students’ answers to assess how well they understand the topic. I will go over the worksheet with the students using the document camera. This will allow me to clear up any misconceptions before the summative assessment is given.  **Differentiated Assessment**  \*The assessments will not be differentiated since the reading classes at TCES are organized based upon reading levels. All the students in this class fall at the reading level of novice. Therefore, the assessments do not be differentiated since they will meet the needs of each student within the classroom.  **Student Self-Assessment**  **\***Students will be able to assess themselves throughout the PowerPoint presentation and book readings. I will show different YouTube clips and the students will determine if the narrator is speaking in first person or third person. In addition, I will read a page out of a few different books, and the students will determine the point of view. I will give an adequate amount of time for each student to generate their own answer, and then I will call on a student to share their answer. Once the correct answer is revealed, the students will be able to determine for themselves if they are fully understanding the concept of point of view. | | | **Strategies/Activities**  **\*Pre-Assessment** – This assessment will establish all students’ baseline knowledge.  \***PowerPoint Presentation** – This presentation will introduce the concept of point of view and provide different examples through the use of videos and books.  \***Interactive Notebook Activity –** This activity will allow the children to get involved and will allow me to formatively assess the students.  \* **Worksheet –** This worksheet will be a form of independent practice for the students. Those who may be struggling will receive assistance. This will serve as another way to formatively assess the students. I will address student misconceptions at this point in the lesson.  \* **Post-Assessment -** This summative assessment will be identical to the pre-assessment. I will compare results to determine how well the students learned the concept of point of view and how well I taught the lesson to the students.  **Individualized/Differentiated Strategies/Activities**  **\*PowerPoint Presentation –** This presentation will appeal to visual learners. In addition, the included video clips will appeal to audio learners.  \***Interactive Notebook Activity –** This activity will appeal to kinesthetic learners who enjoy moving as they learn.  \* **Worksheet –** The worksheet will appeal to those who wish to think things through for themselves. Those who enjoy working independently will benefit from this instructional strategy. | |
| **I Can Statements**  \*I can state the differences between first person point of view and third person point of view.  \*I can determine whether a narrator is using first person point of view or third person point of view. |
| **Critical Vocabulary**  \*Point of View  \*Narrator  \*Character  \*Pronoun  \*First Person  \*Third Person |
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| **Objective/Target: KCAS, measurable**  N/A | **Assessment Descriptions**  N/A  **Differentiated Assessment**  N/A  **Student Self-Assessment**  N/A | | | **Strategies/Activities**  N/A  **Individualized/Differentiated Strategies/Activities**  N/A | |
| **I Can Statement**  N/A |
| **Critical Vocabulary**  N/A |
| **3. Lesson Procedures**  *D1e.Learning experiences* | | | | | |
| **a. Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives within this sequence:** Include a step by step list of all components of the lesson and expected time for each. They must match the lesson objectives and be appropriately challenging, include higher order thinking and varied instructional strategies.  Select at least one of the three lesson plan formats: **The Direct Lesson format** is listed below. Two other options include the **Five E** or **Inquiry Based** (see descriptions at end of template). Include all components and estimated time for each component.  **Direct Instruction Lesson Plan Format with 5 Steps:**  **Anticipatory Set:** Motivator/hook for lesson   * I will include an optical illusion on my first PowerPoint slide. This optical illusion will be one where if you look at it one way you see one thing but if you look at it in another way you see a completely different thing. This is how I will introduce the concept of point of view. I believe the students will enjoy debating with each other on what they see in the displayed picture. (2 minutes)   **Instruction (Concept Development)**  This component requires that the concepts for each lesson objective be taught, using a variety of strategies and student  involvement.   * My lesson will be taught to the students using a PowerPoint presentation. The slides will cover the main components of first person point of view and third person point of view. The presentation will include video clips to provide examples of point of view. Some of the clips will have narrators speaking in first person while other clips will have narrators speaking in third person. The students will be involved at this point in the lesson as they try to correctly answer which point of view is being used in each video clip. In addition, I will read pages from various books as another instructional strategy. The students will try to correctly answer which point of view is being used in each individual book. This will allow the students to feel involved and will also give them the opportunity to assess their own learning. (20 minutes)   **Guided Practice** (Activity/assignment during which students demonstrate they learned concepts just taught.  *GUIDED**means the teacher circulates to check on each student’s learning of concepts****;*** *feedback may indicate that the*  *teacher needs to return to instruction mode for the whole class, small group or individuals.*   * I will use an Interactive Notebook Activity as a form of guided practice for this lesson. At this point, the students will have been taught the concept of point of view and will have determined the points of views in various examples. The students will now complete an activity on the Smart Board. Individual students will be selected to work on a part of the interactive activity. If a student appears to be struggling, I will guide them in the process of making a decision based on what was previously taught. This guided practice activity allows the students to be highly involved in the lesson. This activity will serve as a type of formative assessment. If students appear to be struggling with a specific component of the concept of point of view, I will be sure to review that portion of the material. (10 minutes)   **Independent Practice** (Independent activity/assignment during which the students demonstrate they learned the concepts just  taught.   * Students will independently demonstrate the learned concepts by competing a worksheet. This worksheet will cover material from the PowerPoint presentation and the Interactive Notebook Activity. Students will hopefully reflect on past examples that were provided in order to answer questions that appear to be more difficult. I will walk throughout the classroom as students answer the questions on the worksheet. This will be another time I formatively assess the students. I will go over the correct answers with the students using the document camera. At this point in the lesson I will address any misconceptions. (8 minutes)   **Closure or Assessment:** Final Review   * Students will use the provided clicker system to complete their post-assessment. The post-assessment will be identical to the pre-assessment. Therefore, the students should recognize some of the questions and now be able to generate correct answers. I will compare the results of the pre-assessment and post-assessment to determine how well the students learned the material. (10 minutes) | | | | | |
| **b. Describe the differentiated strategies designed to meet the identified strengths and needs of your students.**   * I designed my lesson plan so the needs of audio, visual, and kinesthetic learners were all met. I incorporated a variety of strategies so that all students could learn in the way they personally like best. As previously mentioned, Mrs. Cox informed me that the students within this class have extremely low reading levels. Therefore, I knew these students had difficulty with the subject of reading. As a result, I designed my strategies differently than I would have for an average or above average reading class. I tried to make everything within my lesson simple and concise in order to limit possible confusion. I plan on going through the lesson slowly and making sure all questions that arise are asked and answered. I do plan on asking challenging questions to encourage high-order thinking, but I also plan on providing guidance on how to answer such questions. This reading class is not a typical reading class. There are many things that make this class challenging including the low reading levels and number of IEPs. However, this is why I included many differentiated strategies in my lesson. The educational needs of these students will be met. | | | | | |
| **c. Identify the questions you will use to promote thinking and understanding.**  **This section should outline the who, what, when, and where of the instructional strategies and activities.**   * The questions I will use to promote thinking and understanding include the following: * Why would an author choose to write in first person? * Why would an author choose to write in third person? * Which point of view do you enjoy reading more? * Which point of view do you believe is more common, and why do you believe this to be true? * Do you believe one type of point of view is easier to write in than other type? If so, which point of view?   I will ask these questions to the students at various times throughout the lesson. I will give an appropriate amount of wait-time to encourage high-order thinking. The first two questions will be asked as I present the PowerPoint slides on the specific points of view. The remaining questions will be asked after the completion of the PowerPoint presentation. These specific questions will allow the students to connect what they just learned with broader ideas. Concepts are better retained by students if connections are made. This is why I will be asking such questions to the students during my lesson. | | | | | |
| **d. Describe how you plan to communicate learning results to students and parents/caregivers that provide a clear and timely understanding of learning progress for lesson objectives.**   * The students will immediately know their results. The students will be using the clicker system to complete their post-assessment. Once every student has submitted their answer to the question, I will reveal the correct answer and display a chart detailing the individual answer choices of each student. At the end of the assessment, the students will be able to determine for themselves if they fully understand the concept by reflecting on the number of answers they got correct out of the eight questions. The goal is for each student to get a minimum of seven out of the eight questions correct. Since I am only teaching one lesson to these students, I do not plan on providing parents with an understanding of their child’s learning progress. However, Mrs. Cox will have the results from the post-assessment. The concept of point of view applies to the subject of reading as a whole. Therefore, students will need to understand this material in order to be successful on future reading assessments. The results of these future assessments will most likely be given to parents so they can successfully monitor their student’s individual learning progress. | | | | | |
| **\*Additional Types of Lesson Plan Formats:**   1. **Five-E Lesson Plan:**   Engaging, Explaining, Exploring, Elaborating and Evaluating.   1. **Inquiry-Based Lesson Plan**   Experimentation/hands-on activities with teacher as facilitator of learning;  This lesson format begins with objectives, then students do activities for the lesson,  such as hands-on problem-solving experiences through experiments, cooperative learning groups or stations,  followed by a variety of inquiry-based questions.  **\*Include copies of all materials used to teach this lesson.**  **\*Analyze student learning results using Source of Evidence: Lesson Analysis and Reflection.**  **\*Include samples of student work at each level: exceeding, meeting and not meeting the objectives.**  **\*If the lesson was taught, include an Observation Form A, completed by the classroom teacher.** | | | | | |