**Mild/Moderate Program Lesson Plan Format (2018)**

(To be emailed to your U Supervisor at least 24 hours prior to Observation)

**Name:** Megan Paielli

**Setting/Grade Level:** 5th/ 6thMOID  **Cooperating Teacher:** Anne Hillman

**School:** Santa Clara Elementary **Subject:** ELA

**Theme/Title:** “At the Rodeo” **Date and Time:** February 20th 2018

**1. Learning Goals/Objectives**

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| What student learning goals/objectives do you have for this lesson?   * Respond appropriately to questions about the rodeo. * Derive meaning from highly predictable book that is repetitive. | Which indicators of the Arizona content standards does this lesson address?   * K.RL.1 With prompting and support, ask and answer questions about key details in a text * K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which the appear. |

**2. Methodology**

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| What instructional strategies will you use? | | | |
|  | Constructions |  | Library Research |
| **X** | Cooperative Learning |  | Peer Editing |
| X | Discussion/Questioning |  | Practicum |
|  | Problem Solving |  | Field Study |
| X | Reflection/Response |  | Graphic Organizers |
|  | Independent Learning |  | Role Playing |
|  | Laboratory |  | Viewing/Listening/Answering |
|  | Practice/Drill |  | Experiment |
| X | Lecture |  | Discovery |
|  | Reporting |  | Journal |
|  | Simulation | **X** | Other: Visual Aids |

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| Why did you choose these strategies/methods?  We are talking about a familiar topic so I expect that students will be more engaged in conversation. That is why I chose to read this book as a class. Asking and answering questions is one of that standards we are working towards so a class discussion about a familiar topic is appropriate. Again, since working with a familiar topic, the standard of building relationships between illustrations and their experience also works towards the standards. | |
| How will you group students for instruction?  We will read the story together, pick students out to point to pictures or say words, and then color the book as two islands. | |
| List below your activities/steps including 1. HOW you activate background knowledge, 2. GAIN student attention (set induction), 3. DEMONSTRATE processes and desired outcomes (a. modeling, b. guided practice, c. independent practice), and 4. BRING closure to the lesson. Finally, 5. ARTICULATE how you will evaluate your lesson/determine if student learning occurred. PLEASE MAKE SURE YOU INCLUDE EACH OF THESE FIVE COMPONENTS IN THE ACTIVITIES/STEPS OF YOUR LESSON. | |
| Activity/Step (Explain each step)  1. How you activate background knowledge….  2. Gain student attention….  3. Demonstrate ..  a. modeling….  b. guided practice…..  c. independent practice…..  4. Bring closure to lesson**.**  5. Articulate how you will evaluate how  learning has occurred….. | Time Allocated Remind students that we have Rodeo break on Thursday and Friday.  Ask students if they are going to the rodeo. Ask what they do at the rodeo and what they see. I’ve been asking my students about the rodeo the past week or so, asking them question like do you go to the rodeo? And, what do you do at the rodeo? Some students have shown me the sign for horse, while others say they eat food. I have a good idea of who will respond appropriately and I will have other students model that.   1. Read the pages one by one*“Boots boots I said at the rodeo. Boots, boots, I like you.”* 2. Cueing with gestures towards the picture and describing what it is. For example: Wow I see boots! Boots at the rodeo! Where do you where boots? At the rodeo, of course! 3. Differentiate: Level 3 Students show me where the boots are on the page and respond to a question such as where do you wear your boots to? Level 1 students show me boots with verbal or physical cues.   When finished with the book say something to the effect of “Wow, we sure do a lot at the rodeo!” Give some praise to student who did well. Then give instructions to write name students names on the front and color the book.  Once students are done coloring the book they will have it checked by a teacher or aid, they will then ask the student what their favorite part of the rodeo is, a verbal answer, hand gesture, or eye gaze will all be satisfactory. |

**3. Materials**

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| What materials will you use?   |  |  | | --- | --- | | Teacher | Student | | * At the Rodeo book | * At the Rodeo book * Crayons * Pencil | | Technology Utilized   |  |  |  |  | | --- | --- | --- | --- | |  | Cassettes/CDs |  | CD-ROM | |  | Overhead |  | Computer | |  | Slides |  | Distance Learning/Webcast | |  | Tape Recorder |  | Internet | |  | TV/VCR/DVD |  | Laser Disk | |  | Assistive Tech. |  | Smart Board | |  | Digital/Video Camera |  | Other | |

**4. Assessment/Evaluation**

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| Assessment Alternatives  (check=process, x=product)   |  |  |  |  | | --- | --- | --- | --- | |  | Application Exam |  | Objective Test | |  | Concept Mapping | **Check** | Observation | |  | Parent Evaluation |  | Contract | |  | Peer Evaluation |  | Checklist | | Check | Self-Evaluation | Product | Performance | |  | Inventories |  | Portfolio | |  | Quantitative Scales |  | Rating Scales | |  | Rubric | Product | Scored Discussion | |  | Journals |  | Problem-Solving Assessment | |  | Other |  |  | |  |