**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:** 5/6th MOID **Cooperating Teacher:** Anne Hillman

**School:** Santa Clara **Subject**: ELA/ Math/ Life Skills

**Theme/Title:** Calendar Time **Date and Time:** Wednesday 11th of April 2018

**1. Learning Goals/Objectives**

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| What student learning goals/objectives do you have for this lesson?   * Respond consistently to gestures, signs, pictures, and symbol * Associate meaning and real life experiences with symbolic language * Demonstrate understanding of print concepts * Decode words using phonics | Which indicators of the Arizona content standards does this lesson address?   * K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding. * K.RF.1 Demonstrate understating of the organization and basic features of print * Recognize that spoken words are represented in written language by specific sequence of letters. |
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**2. Methodology**

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

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| Why did you choose these strategies/methods?    The strategies were chosen based off the students individual ability levels and need designed around the curriculum. The objectives are leveled for the student’s abilities and giving many different strategies to differentiates how student can participate. | |
| How will you group students for instruction?  We have recently changed our students desk placement. They are in a lecture style grouping and are not connected with their desks. This was a collaborative decision made by my cooperating teacher and I due to morning and afternoon behavior, but has shown benefit in providing us more time to do academics and less time managing behavior. The students still participate in the same fashion as before but now it is a test of the individual student more less than the group. | |
| 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 Bring attention to the calendar, remind everyone that it is Baylee’s birthday tomorrow.  As a group, we count the days of the month, if the students were engaged and counting then I pick one student to come put the date on the board, at this point most students want to come to the board so they are more willing to answer questions.  Tell student that the day of the week starts with a “W” then making a W with my hand and saying “ Wa Wa” Wednesday.  Saying the names days of the week in rote “if yesterday was Tuesday and today is Wednesday, what will tomorrow be” give hints as well, “we play Bingo today!”  Identifying or reading words on the board in the daily message.  Great job, quietly grab the sand toys and soccer balls and lets go outside.  Full active engagement, periodically check in with students “Reyna what word did Baylee just circle?” or “Neveah can you help Keisha read this word here?”. No formal assessment besides participation.  I believe this lesson contains objectives that all of my students can achieve. Some students understand the days based off activities we do on these days (bingo, art, P.E.) whereas others are matching or attempting to read a word based off its initial sound (Wa for Wednesday). |

**3. Materials**

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| What materials will you use?   |  |  | | --- | --- | | Teacher | Student | | -Calendar  - Days of the Week  - Numbers of the Day  - White board | * N/a | | 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 | X | Other Calendar | |

**4. Assessment/Evaluation**

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