THINKING FROM “BEHIND THE DESK”

LESSON PLAN FORMAT FOR TEACHING IN THE CLASSROOM

Typed: copy for classroom teacher, instructor, and teacher candidate

TYPED plans need to be submitted to teacher for approval. Copy of plan with full page evaluation form needs to be on teacher’s desk on day of teaching.

Teacher candidate:
Section: 001 002 003 Date:
School: Cooperating Teacher:
Grade Level:
Date of Lesson:
Partner/videoapher:
Content/Theme: science center:

I: CURRICULUM/ CONTENT

Subject Area: SOCIAL STUDIES - SCIENCE - MATH - READING/LANGUAGE ARTS - OTHER:

Goal:

General Objective(s): What do you want the children to know at the end of the lesson? (at least 1)

Possible questions/statements of content knowledge for this activity (see Bloom in MI and/or Wong text)

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
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<tbody>
<tr>
<td>COMPREHENSION</td>
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<tr>
<td>APPLICATION</td>
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<tr>
<td>ANALYSIS</td>
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<td>SYNTHESIS</td>
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<td>EVALUATION</td>
<td></td>
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</tbody>
</table>
Possible strategies/methods for teaching this activity (see MI text) (need at least one)

<table>
<thead>
<tr>
<th>Possible strategies/methods</th>
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</thead>
<tbody>
<tr>
<td>Verbal-Linguistic</td>
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<tr>
<td>Math-Logic</td>
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<tr>
<td>Spatial</td>
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<td>Musical Intelligence</td>
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<tr>
<td>Bodily-Kinesthetic</td>
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<tr>
<td>Interpersonal</td>
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<tr>
<td>Intrapersonal</td>
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<tr>
<td>Naturalistic</td>
<td></td>
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</tbody>
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List/Name of method(s) or strategy(s) I am using to teach:
(e.g., cooperative learning, learning center/station, paired reading, ...)

MI(s) I am using during this lesson:

<table>
<thead>
<tr>
<th>TEACHER MATERIALS</th>
<th>STUDENT MATERIALS</th>
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</tbody>
</table>

II: SET-UP FOR LESSON

DATE:

TIME REQUIRED:

TOTAL GROUP NUMBER:

SMALL GROUP NUMBER (OF APPLICABLE):
PHYSICAL ARRANGEMENT (QUICK DRAW):

1

2

III: BEHAVIORAL/STUDENT OBJECTIVE(S) (at least 1)
(GIVEN, AFTER, USING..., THE STUDENT WILL (active verb),- ACCURACY)

IV: PROCEDURE FOR THE LESSON (STEP-BY-STEP PLAN, TYPED)
(HOW THE LESSON WILL BE IMPLEMENTED)

Use bullets or numbers of your detailed outline. Think! Another teacher or group member should be able to implement your lesson if you are absent.
*Includes clear directions for assignments, how your will model/demonstrate parts, transitions, how will you hand out materials or any other PROCEDURES, practice time, how you will evaluate, clean-up, time to do assignment, when due, etc.
Use in plan: T= TRANSITION INTRO=INTRODUCTION SUM = SUMMARY/CLOSING

BEFORE THE LESSON
To think about! How do you expect the children to act during the lesson? (see you behavior plan)
How will you monitor their work as you progress through the lesson?
What procedures will I use during the lesson, e.g., get attention/focus; pass out materials, rules, what to do with assignment, what to when done with work. How will you know when they are ready to begin; How will you get them interested?) Start your lesson with your transitional activity.

On plain paper, a detailed procedure needs to be typed. Use outline form, bullets or numbers. It must be organized and readable. Phrases are acceptable. Yes, it will be more than one page. Think! Would a substitute or your cooperating teacher or Jane be able to teach from my lesson plan?

All papers in this packet need to be stabled together with detailed procedure.
*Note to the teacher the comments and rating page before you start teaching. The teacher evaluation is a FULL PAGE.

Pg.3
My Behavior Plan For This Lesson
(Think! transitions, beginning of lesson, large group, small group, procedures...)
You can create your own or use your teachers. Which ever will work best for you.

My Procedures For This Lesson
List the Procedures you will use during the lesson
(See Wong page 171; e.g., procedures for passing out papers, getting their attention, etc)
Teacher Comments on Lesson:

Plan was prepared on time: 4-3-2-1-0
Consulted with the teacher: 4-3-2-1-0
Showed complete plan to teacher before teaching: 4-3-2-1-0
Given a copy of the lesson plan before teaching: 4-3-2-1-0
Collaborated with teacher: 4-3-2-1-0

Overall Lesson Rating: (H) 4 - 3 - 2 - 1 - 0 (L)

Strengths

Needs to Practice

Teacher Signature: Date:
Student Signature: Date:

Teacher Candidate Reflection
Review and Tape

Pg.5
After Teaching: Teacher Candidate Reflection Form

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Lesson:</th>
<th>Date of Lesson:</th>
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</thead>
</table>

I did well...

The method or strategy that worked well..., because...

I would adapt/change if I did the lesson again...

Next time I teach, I would change my preparation...

The children learned..., I know because...

I learned about the teacher’s role...

My behavior expectation that worked..., I know because...

Behavior expectation I would change...

My procedure that worked..., I know because...

My procedures that I would change...

I learned about the physical environment...

I learned about teaching children in a school setting...

I learned about myself as a teacher from viewing the tape...

I learned about the children from viewing the tape...

I learned about teaching from viewing the tape...

Something I learned about teaching I did not know until I viewed the tape...

Pg.6