**LESSON PLAN AND TEACHING DEMO ASSIGNMENT** **EDUC 111: Dr. Lycke**

**Lesson Plan** (Due Date: Friday, November 16)

Students will design a lesson plan for one 50-minute class period, appropriate for the grade level

and/or subject you intend to teach. You may use existing lesson plans from useful websites to help build your plan. If you draw from existing lesson plans, you must cite the sources in APA format. Your lesson plan must be typed in the outline format below using a standard 12-point font using 1” margins.

**Cover Page**

Create a cover page for your lesson plan and include the following information.

* The 4-part heading
* Lesson Plan Title
* The subject/topic and grade level the plan is designed for
* Alignment with Common Core Standards: Include the standard number as well as the standard itself written out.

**Lesson Plan Outline**

Include the following information in your Lesson Plan Outline.

* **Instructional Objectives/Learning Targets**

Must be observable and assessable; should start with the phrase, “Students will….”

* **Anticipatory Set**

What will you do to grab students’ attention or “hook” them in?

* **Prior Knowledge and Prerequisite Skills**

What knowledge or skills will students need to learn what you are teaching? What are you assuming they already know and can do?

* **Academic Language and Content Vocabulary**

List the applicable academic language and new terms and concepts that are integral to the lesson. You do not need to provide definitions.

* **Instructional Strategies**

How will the lesson be taught? Will you provide direct instruction, set up a question and answer, conduct a demonstration, show videos, direct activities, etc.? Be specific. Be sure you explain what **YOU** will do and what your **STUDENTS** will do during the lesson. You want your students to be as **active** as possible.

* **Materials Needed**

Books, handouts, supplies, resources, etc. for both you and the students. Be specific.

* **Learning Modalities Employed**

Include visual, auditory, kinesthetic/tactile modalities. Explain how each modality is integrated. Be specific.

* **Step-By-Step Teaching Plan**
  1. Start of the lesson (Anticipatory Set)
  2. Specific steps you will take to teach to your target
  3. Closure (how you will wrap up the lesson)

Specify the amount of time needed for each part of your lesson (AS, steps, closure). Be specific. Break up activities into 10-15-minute increments.

* **Adjustments/Modifications**

Assume you have the following students in your class: a student in a wheelchair, a student with limited eyesight, a student with limited hearing, and a student with a learning disability in reading. What adjustments/modifications will you need to make for these students with special needs? Make sure the accommodations are specific to your lesson. Do some research, if necessary.

* **Assessment**

What **formative** and **summative** assessments will you use to determine if students have met your learning target and the standards (or not)? Formative assessments should be part of your plan, but summative assessments should NOT be counted as part of the lesson time.

* **Self-Assessment**

What criteria will you use to assess how well you have taught and how well your students have learned?

**Teaching Demonstration** (December 3-12)

In addition to the written lesson plan, you will give a brief teaching demonstration to our class in which you teach the first part of your lesson. This may include a brief lecture or direct instruction and should include some kind of class activity. **This is a required assignment for the course. Students who do not complete a teaching demonstration will fail the course.**

Your demonstration should be taken from your lesson plan and will be 20 minutes long (exactly!).

*The date of your teaching demonstration will be assigned. If you miss your assigned date, you may not be able to make it up. Your reason for missing must be extraordinary AND there must be time available on the last days of class.*

The **lesson plan assignment is REQUIRED** for you to be allowed to complete a teaching demonstration. **You will NOT be scheduled for a teaching demonstration unless you turn in a lesson plan at least two class periods before the teaching demonstrations are scheduled to begin (date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).** Your lesson plan grade will be penalized for late submission as per the syllabus.

**This is a required assignment for the course. Students who do not complete a teaching demonstration will fail the course.**

**Planning the Demonstrations**

* Your “students” will be your classmates. Because this is a dual credit class, it may be difficult to teach for a younger audience but make your best efforts to target your demonstration at the age/grade level reflected in your lesson plan. Consider the following aspects of your demonstration and the appropriateness for the level you designed your lesson for:
  + Verbal and non-verbal skills
  + Movement around the room to **engage the entire class**
  + Pacing of your lesson
* Begin your demonstration by briefly explaining the topic of the lesson and the intended grade level. Then, begin your lesson, just as if you were teaching your class. Begin the lesson with an effective introduction (anticipatory set).
* Follow the steps from your lesson plan that will make for a cohesive 20-minute lesson.
* Use some type of **technology** during your demonstration. This could include using the Smart board, document camera, PowerPoint, video, computer simulation, or anything else you want to use. Test out the technology in the room before your demonstration. Have a plan B in case you have a tech glitch during your lesson. Remember, you have 20 minutes. We will not spend time figuring out how to use technology during that time.
* Provide a **handout** that students will use during the demonstration. This could be an outline, guided notes, a worksheet, practice problems, or something else that gets students reading and writing during the demo.
* Make enough copies for each student in the class and me. I can help you get these made if you give me sufficient time.
* Please arrive early on the day of your demonstration, so you can get your materials organized before class starts. If you do a class activity, you should have appropriate instructional materials. There is no “dress code” for the teaching demonstrations, but I encourage you to dress like a professional. Students report that when they dress like a teacher, they feel like a teacher.

As audience members during the demonstration, you have two roles. First, you will be a **“student”** during the lesson. As a “student,” you should try as much as possible to behave like someone of the intended age/grade level. That means you will not know all the answers to questions asked by the teacher, and activities will take you longer. Second, you will serve as a **critical peer**. This means you will take notes and provide feedback on the demonstrations. You will be expected to share your observations during class discussions.

I’m excited to see what you all do with this assignment! Be creative and have fun—this is the best part of teaching!!