

Lesson Plan Sample 1

Teacher Name:		Date :	
Class Subject:	Algebra 1	Period:	3 rd
Student Grade Levels:	9 th	Lesson Length (min):	120
Description of Students, including special needs: <i>(1.4b)</i>	3 rd period has possibly the largest disparity between the high level and low level students. There are 7 special education students as well as 2-3 others who possibly need to be tested for IEPs. 3 rd period consistently has the highest fail rate of my 5 classes. There are some very high level students in the class on whom I rely to keep the lessons moving and help their classmates. I modify my percentage of students that understand a topic before moving on in this period (drop from ~80% to ~67%.) This class receives the highest level of differentiation.		

Standard(s):	The standards will vary as the students are working on presentations to give to their fellow students. The teacher will present standard 1.0 in the do-now and exit slip as well as a mini-lesson on standard 3.0.
Lesson Objective(s): <i>(1.1a, 1.1b)</i>	Students will use their CST tracking sheet to identify standards on which they need to improve. Students will use their textbooks to research problem sets and guided notes to use in presenting to their classmates. Students will create presentations, a quiz, and a detailed answer key on their standards to give to their classmates. Students will be able to solve absolute value equations.
Rationale for Objective(s), including relevant student data: <i>(1.2b, 1.4a, 1.5a, 4.2a)</i>	Students have been introduced to all standards that will be tested on the CST. This is the beginning of the CST review unit. The students are choosing standards on which they received scores of 1, 2, or 3 on for Benchmark 3. The presentations and answer key should solidify student knowledge and understanding of the standard. Of the 19 standards tested on Benchmark 3, the average scores for 12 standards were between 40% and 60%. The students are placed into groups of 3, with each group having a high, mid, and low level student (based on B3 scores.) Standards 1.0 and 3.0 were two of the three lowest standards for Period 3. There are simple tweaks to make to ensure that a larger number of students perform well on these standards. These two were also taught at the beginning of the year- a refresher would be beneficial.

Lesson Assessment(s): <i>(1.1b, 4.1a, 4.2)</i>	The lesson assessments include teacher walk-arounds, an exit slip on standard 1.0, and the completion of the graphic organizer by each student.
Related unit assessments: <i>(4.2b)</i>	The related assessment is the presentations students will be giving, which will be graded by their classmates. Students will also be assessing their group mates.

Instructional Plan

(1.2a, 1.3, 1.4b)

Teacher Actions (incl. Lesson Agenda)	Time	Student Actions
Teacher will present do-now (standard 1.0) to the students for completion.	10 minutes	Students will complete the do-now in their CST notebooks.
Teacher will distribute graphic organizer to students. Teacher will explain the purpose of the organizer and how	5 minutes	

to complete it.		
Teacher will circulate the room offering feedback and guided questions. The teacher will make available the print-out that shows where each standard can be found in the textbook as well as the standard number for each problem on B3.	45 minutes	Students will get into their groups and begin working on their presentation. They will be finding problems in the textbook, filling out the graphic organizer, and decided on a medium through which to present.
Teacher will call students back together for a mini lesson on standard 3.0. The teacher will lead students through an I Do, We Do, You Do sequence with parallel teaching and leveled questions.	25 minutes.	Students will take notes. They will identify their B3 level on standard 3.0 in order to choose the problems on which to work. They will complete the assigned problems.
Teacher will continue to circulate and work with any groups that need extra supervision. (The sequence of this and the previous mini-lesson can be switched, depending on how well the students are working.)	20 minutes.	Students will return to working on their presentations and completing the graphic organizer.
Teacher will present exit slip (standard 1.0) to the students for completion.	10 minutes	Students will complete the exit slip.
Teacher will present the day's homework (standard 3.0) for the students to copy into their CST notebooks.	5 minutes	Students will copy the homework into their CST notebooks.

<p>Prerequisite knowledge and anticipated student misconceptions and how they will be addressed.</p> <p><i>(1.5a/b)</i></p>	<p>The students need to know their B3 scores and have their tracking sheets filled out correctly. For those students who do not, the teacher will provide them with a breakdown of their scores. The students need to have some understanding of the standard on which they are presenting. The teacher can guide the students through the book or their notes in order to find examples. The B3 will also be available to students as a resource on the level and type of questions to be used. The students may struggle on picking a standard as a group. If this is the case, the teacher will assign the students a standard on which to present.</p>
--	--

Reflection Sample 2: College-Ready Lesson Reflection

Name	Algebra 1 Course/Grade Level	Date
------	---------------------------------	------

Complete this reflection and submit it electronically to the observer prior to the post-observation conference.

DOMAIN 4

Rewrite your learning objective(s) here. It is not necessary to include the standard.

SWBAT research and design a CST review lesson.

How did your formative assessments provide sound evidence of student progress towards mastery of the objectives at a high level?
I was able to review the graphic organizers to determine the amount of work done, the level of analysis, and the detail with which the students completed the assignment. Some of the things I saw were: some group members were doing most of the work for their group, some groups split the assignment well, some students had a much more thorough understanding of the standards, and that overall nearly every group needed more guidance on providing steps for their classmates to follow. I also used an exit slip at the end of class to assess student learning on the do-now (Standard 1.0)

Did you use multiple sources of information to assess student learning? Explain.

Yes. I used the exit slip, teacher walk-arounds and the graphic organizers. I was able to check for mastery and work with groups as needed based on my observations. The graphic organizers allowed more of a reflective look at the day's lesson. The exit slip allowed students to assess their own learning and to give me a clearer sense of student understanding of standard 1.0.

How were these multiple sources of information varied?

The graphic organizer asked for the details of the project, the problems and tips to be used, as well as the answer key for the quiz. My walk-arounds allowed for more help and discussion on the creation and implementation of the presentation.

What opportunities did students have to assess their own learning?

The students were able to assess their own learning first and foremost by doing the presentation. Each standard has already been taught and the presentation allowed students to see how well they learned the standard. The standard each group chose was also based on their Benchmark 3 scores so the students could align their scores with their actual mastery level. The students also scored themselves on the exit slip, which provided an updated score for standard 1.0 and allowed the students to self-assess their mastery of standard 1.0.

What opportunities will students have to revise and resubmit their work?

The students have another class period to work on the project as well as out-of-class and tutoring time. The graphic organizers will be tweaked as well. Any group not completing the presentation on time will be required to give one at a later date to the 10th grade students.

DOMAIN 5 (Standard 5.1)

Did my students meet the college-ready learning objective of the lesson? How do I know?

Yes. The students were able to research and begin designing a CST presentation based on an Algebra 1 standard. I checked in with the students at multiple points as well as reviewed their graphic organizers. I am able to use the graphic organizer to look at the problems chosen, the tips given, and the answer key the students will provide to the students.

To what extent were my students cognitively engaged? (Cite specific examples.)

I feel that most of the students were at a high cognitive level. The students first needed to know how to solve the problems attached to a given problem. The students also needed to formulate steps for their standard as well as articulate the methods they were using. They needed to be able to design a presentation that would effectively teach the material to their peers. Some students were just copying from their group mates, though. For the lower level students, I would like to do a better job of facilitating group discussion.

As I reflect on the lesson, were the instructional strategies I selected appropriate for all students to meet the objective? On what do I base this opinion?

Yes. I used direct instruction to inform the students of the requirements of the project as well as showing them a rubric that described in detail the key components of working together as well as the presentation. The students were grouped according to ability level and all received one-on-one attention from the teacher.

If I had the opportunity to teach this lesson again to the same group of students, what would I do differently?

Things I would do differently:

Provide examples or role playing opportunities for what it looks like to be a contributing group member.

Review the example completed graphic organizer as a group as opposed to passing it out to the groups only.

Having the steps for each standard written out beforehand to be provided to groups who were having trouble formulating their own.

From teaching this lesson, I have learned/decided/gained insight about...

The importance of scaffolding for students with different needs, graphic organizers, providing models for students to follow, the benefits of presentations (higher level of cognitive engagement), effective grouping strategies, and the need for clear and easy to follow instructions.