General Information Regarding Assignments

Some of your course assignments must be done in conjunction with a partner or group of your classmates. Failure to work with a partner or group when required will result in a 10-point penalty. Please also note that you must be available during the published final exam period. The final is a project/presentation that may not be made up. If you are unavailable during that time, you must drop this section of Curr 316 and register for another. No exceptions will be made!

Assignments are due at the beginning of class on the date indicated on the assignments document and in the course calendar. Assignments received within 24 hours of the original due date/time will be penalized 30% of the total value of the assignment. No assignments will be accepted after that 24-hour period, resulting in a total loss of credit for the assignment.

Oftentimes, things go wrong with computers, disks, and printers. These issues may be avoided if you complete and/or print an assignment ahead of time. Computer problems will not be considered as a legitimate excuse for late assignments, so please plan ahead.

All assignments must be word-processed and in 12-point Times or equivalent font. Use a 1-inch margin on all sides (left, right, top, and bottom). All assignments carry the requirement of using proper grammar, correct spelling, professional language and presentation, and other conventions of good writing. Points will be deducted from any assignment in which these conventions are not observed. Staple all papers in the upper left-hand corner – do not use report covers (ever!). All page limits refer to single sided copying (i.e., a one-page limit assignment refers to one side of one page), however please use double sided printing whenever possible.

For many of your assignments, you will be required to use state and national learning standards. You may link to the NYS Learning Standards for Science, Common Core State Standards for Math, the Next Generation Science Standards, and NCTM Standards from the course webpage. Be sure to use complete statements of specific standards – do not just cite a letter or number!

Every activity that you develop or use for this class must be hands-on as well as minds-on – students need to be doing and thinking about what they are doing simultaneously. Also, grade level documentation must be provided for every activity that you use (e.g., how do you know that your activity is appropriate for third graders?) You can determine appropriateness by consulting the New York state curriculum guides (only New York state!) and teachers’ editions of math & science texts in the curriculum library. All references must be appropriately cited.

You may not use any activity for multiple purposes (e.g. for both a field visit and technology assignment). All the activities you use for this class must be different from each other, ultimately providing you with a better knowledge base for teaching. Also, you may not use any activities that focus on time or money, or that include a time factor (e.g. “whoever gets the answer first”). Any handout you provide for any activity (in-class or field visit lesson) must be original – not a photocopied handout from another source.

Please note that you may not use the same trade book, lesson, activity, etc. as those presented in any of our course exemplars – check in advance to avoid doing so!

In the event that more (or fewer) people will be working on a group project, assignment requirements will be adjusted accordingly. You will need to meet with me to discuss the changes that will need to be made.

The key assignment for this course is the integrated lesson plan. This assignment must be completed at an acceptable level in order for you to pass the course, and it must appear in your TaskStream portfolio by 8AM on the day it is due in class (to avoid a 30% penalty). I will not discuss course grades via email, however you are welcome to discuss them with me during office hours.
Field Visits
(learning outcomes #1, 3, 5, 9, 10, 11, 12; UCF A1, A2, B1, B2, C1)

There are 5 field visits in this block, each lasting ~2.5 hours. Each visit includes a 30-minute presentation by a member of the school personnel (building principal, curriculum specialist, literacy coach, etc.). You will spend 1 hour working on 316 material with one student and 1 hour working on 213 material with another student (though it might be the same student for both sessions). For the 316 portion of the visit, you should prepare to have the materials you need for up to three students. There are no block class meetings on the days there are field visits.

<table>
<thead>
<tr>
<th>Field Visit</th>
<th>Tasks to be Completed</th>
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</table>
| #1          | • Paper Towel Strength activity\(\infty\)  
              • Teacher made math game* |
| #2          | • Re-teach Paper Towel Strength activity, with improvements**  
              • Teacher made math game* |
| #3          | • Trade book with math activity† (You may not use A Remainder of One)  
              • Math vocabulary lesson  
              • Teacher made math game* |
| #4          | • A Remainder of One/Is It Fair? activity#  
              • Teacher made math game* |
| #5          | • Re-teach A Remainder of One/Is It Fair? activity, with improvements**  
              • Teacher made math game* |

Please plan thoughtfully – while you will bring your teacher made math game on each field visit, you may spend no more than 15 minutes playing your game – the planned content portion of your visit should last at least 45 minutes.

*Descriptions of each Field Visit assignment can be found beginning on the next page. Carefully note due dates within each assignment – these are not in chronological order!!*
∞ Paper Towel Strength lesson assignment for FVs #1 and #2 – due Thursday 15 September

- Hands-on, mind-on, developmentally appropriate level
- Focus on content learning (teach content related to the activities you are implementing)
- Using the Paper Towel Strength activity from our course webpage, plan a developmentally appropriate lesson related to this content that focuses on writing for science (see the material that accompanies the description of the paper towel activity)
- You may earn up to 6 points for this assignment

In your assignment:

- Write a formal objective for your lesson – your objective should include a statement of what students will be able to do when a lesson is completed, the conditions under which the students will be able to perform the task, and evidence you will use to evaluate student performance.
- Describe the CONTENT you will teach related to the paper towel experiment (focus on student learning – what is it you want them to learn as a result of completing your lesson? HINT: it is NOT about the paper towels!!)
- Page limit is one page, single sided, double spaced

**Re-Teaching** assignment – due Thursday 29 September

- Reflect on your experience during the first implementation of your Paper Towel Strength lesson as it relates to your teaching and lesson (not your math game) using the following framework:

IN A BULLETED LIST, cite and document

- 3 strengths,
- 3 improvements you plan to make to your lessons, with a focus on student learning,
- whether or not students met the objective of your lesson (provide evidence)
- and discuss the changes and improvements you will make (but do not provide lengthy or detailed content descriptions) as you plan to re-teach that same lesson from FV #1 for FV #2.

- Based on your experience teaching this lessons the first time, make developmentally appropriate improvements to both the content and planned lesson delivery
- Reflections and re-teaching plans should appear on one page (single sided, double spaced)
- Submit with the original approved versions of the assignments
- You may earn up to 4 points this assignment
- Re-teaching lessons turned in without original approved assignments will lose 2 points
† Math Trade book assignment for FV #3 – due Thursday 6 October
- Must use trade books to support a hands-on, mind-on, developmentally appropriate math lesson
- May not focus on time or money or use a Magic School Bus book or A Remainder of One
- Must chose a book that is fiction (not the M&M’s Counting Book for example)
- Books must have a retellable story line and have words in addition to pictures. Books may NOT have an explicit math focus. There is a partial list of “banned” books at the end of this document.
- Activities MUST be MATH activities and may NOT be games or ELA activities
- Do not plan an activity in which students simply use manipulatives to complete arithmetic problems – your activity needs to be more substantive than that.
- You may earn up to 6 points for this assignment

In your assignment:
- Write a formal objective for your lesson – what do you want the students to have learned when they are done and how will you accomplish that? Your objective should include a statement of what students will be able to do when a lesson is completed, the conditions under which the students will be able to perform the task, and evidence you will use to evaluate student performance.
- Provide a 1-2 sentence summary of the book as context for the description of your activity
- Describe the activity you will be implementing (with a focus on student learning)
- Page limit is one page of single sided, double spaced text
- Include appropriately cited grade level documentation (may appear on the back of the page)
- Include an APA citation for the trade book
- On a separate page, include a list of 4 lesson-related MATH vocabulary words (with accompanying age-appropriate images and definitions next to the words) that you will teach during your lessons; highlight the vocab words where they appear in your content description

# A Remainder of One/Is It Fair assignment for FVs #4 and #5 – due Thursday, 13 October
- Hands-on, mind-on, developmentally appropriate level
- Lesson may not focus on time or money, and may not be games or ELA activities
- Plan an activity in which students use manipulatives in a hands-on manner. Do not simply provide kill-and-drill worksheets – your activity needs to be more substantive than that.
- Remember that this lesson will be taught to a first grader at one field visit and to a second grader at another field visit – specifically address each grade level in your paper.
- You may earn up to 6 points for this assignment

- Write a formal objective for your lesson – what do you want the students to have learned when they are done and how will you accomplish that? Your objective should include a statement of what students will be able to do when a lesson is completed, the conditions under which the students will be able to perform the task, and evidence you will use to evaluate student performance.
- Describe the activity you will be implementing (with a focus on student learning) and how it relates to the Is It Fair? assessment strategy (which can be found on our course webpage).
- Page limit is one page of single sided, double spaced text
- Include appropriately cited grade level documentation (may appear on the back of the page)
**Re-Teaching** assignment – **due on Thursday 27 October**

- Reflect on your experience during the first implementation of your *A Remainder of One/Is It Fair?* lesson as it relates to your teaching and lesson (not your math game).

IN A BULLETED LIST, cite and document

- 3 strengths,
- 3 improvements you plan to make to your lessons, with a focus on student learning and assessment,
- whether or not students met the objective of your lesson (and provide relevant visual evidence)
- and discuss the changes and improvements you will make (but do not provide lengthy or detailed content descriptions) as you plan to re-teach that same lesson from FV #4 for FV #5.

| • Based on your experience teaching this lesson the first time, make developmentally appropriate improvements to both the **content** and **planned lesson delivery**
| • Reflections and re-teaching plans should appear on one page (single sided, double spaced)
| • Submit with the original approved versions of the assignment
| • You may earn up to 4 points for this assignment
| **Re-teaching lessons turned in without original approved assignments will lose 2 points**  |

* **Teacher made math games** assignment – **due Tuesday 13 September**

- Needs to be flexible for use with students from kindergarten through third grade
- May not be a deck of playing cards
- May not be a “matching,” “war,” or “concentration” type game
- May not use any type of timing (i.e. whoever finishes first wins) factor
- Must be suitable for 2 – 4 players (of which you will be one)
- Students need a way to check for correctness of your responses
- Provide paper and pencil, a calculator, or other manipulatives for students to use as you play
- Game must have a winner at the end
- See the Joseph article as a reference for this assignment (you are not required to use it)
- A “sloppy copy” is due in class on **Tuesday 13 September** at which time you will play & troubleshoot your games
Integrated Lesson Plan (see also pp. 10 – 12)  
(Learning Outcomes #1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12; UCF A1, A2, B1, B2, C1, C2)  
Due Tuesday, 8 November; 43 points for lesson plan  
Demonstration Lesson dates TBD; 26 points for demonstration lesson

Work in groups of three to prepare a science lesson plan that integrates math and technology. Your lesson may be appropriate for any one elementary school level of your choice, grades 1 – 6, however it must be based on the New York State Learning Standards Standard #4 – Science and the NYS CCSS for Math. You must use the lesson plan outline provided. Be sure to include (as part of your lesson plan) all of the applicable standards from NYS, NCTM, and Next Generation Science Standards that are addressed in your lesson. This lesson plan requires much more depth than those you likely have prepared in the past – see our course webpage for an exemplar.

Your lesson plan must use science topics as your foundation, with math and technology as supports. All objectives must be process-oriented and minds on as well as hands on (no worksheets here!!). Do not try to build your lesson around a cute “craft project” – all hands-on components must be meaningful and relevant to the content you are teaching. You may not use a K-W-L organizer. Assessment must be authentic, reflect the processes you are teaching, and be in the form of a rubric with 3 dimensions and 3 levels for each dimension.

Feel free to use your course texts, the curriculum library, and the Internet as resources as you plan your lesson, however you will need to adapt any preexisting lessons that you find. Be sure to include a complete reference list for any resources that you use for your lesson (moms, dads, and other teachers included!). Appropriately cited grade level documentation must be included. You can determine developmental appropriateness by consulting the NYS Common Core State Standards for Math and the NYS Science Standards. You may not use any photocopied worksheets from teacher resource materials – any handouts you use must be original.

You will also teach your lesson to the class. Your presentation should be professional in all ways, include all phases of the lesson, including the reading of any stories and completion of all activities. Depending on the nature of your plan, you may not need to implement all of the math and technology components of your plan in your demonstration – please check with me about this! You must do a complete presentation of your anticipatory set, activity, and closure. If you need to "abbreviate" anywhere, you may do that in the body of the lesson as long as the content is not compromised. You will have only 40 minutes to complete your presentation in class. A copy of the rubric that will be used to evaluate your presentation is included as part of this document. 
You will need to provide me with the graded copy of your lesson plan at the start of your presentation.

Dates for individual groups’ presentations will be determined at the appropriate time in the semester. Write your names on and paper clip a blank, SINGLE-SIDED copy of the Lesson Plan Rubric, the Accreditation Scoring Report Form for the Integrated Lesson Plan, and the Lesson Presentation Rubric to your lesson plan. Be sure also to include all handouts, recording sheets, PowerPoint slides, etc. that you will be using in your lesson along with your submitted lesson plan. Be sure to use page numbers on the documents you turn in!

Please note that all students in our class must be actively involved in the hands-on segment of your lesson implementation. That is not to say that you must provide enough materials for each person individually – students may work in groups – however each person must have an active and viable role in the group and no one may be left to be simply an observer.

Topics you may NOT use for lesson plans: gravity; density/sink/float; states of matter; chemical/physical change. I strongly recommend that each group meet with me prior to planning demonstration lessons.

There will be a 30% penalty on your lesson plan grade if your lesson plan is not uploaded to TaskStream by 8AM on the due date – such lesson plans will NOT be evaluated on TaskStream.
**LP PLANNING DOCUMENT**

**STANDARDS**

- New York State Science Standards
- Next Generation Science Standards
- Common Core New York State Standards for Mathematics
- National Council of Teachers of Mathematics Standards

**CONTENT** (Provide a bulleted list outlining the content of your lesson, not your activity!)

**ACTIVITY** (Provide a VERY BRIEF description of your activity)
Science Fair
(Learning Outcomes #1, 3, 4, 5, 7, 11; UCF A1, B1, B2, C1, C2)
Due at the final exam time; 25 points for display, 5 points for “presentation”
**email me an image of your Science Fair display by 8AM on the due date**

Work with a partner to prepare an inquiry based "Science Fair" project that deals with a topic that could be included in an elementary classroom science program. **You must have your testable question approved (by me) before you start your project.**

Your project must be free standing, sturdy, and created and presented in a professional manner (nothing handwritten) and appealing to the eye.

You will need to engage in the process of conducting good inquiry and your display must include the following:

- the (one) grade level of your choice, 1 through 6 for which your investigation is appropriate
- the testable question(s) that guided your research (you must use testable questions, that is questions whose answers require an investigation that you must design and conduct)
- the Next Generation Science Standards and NYS Standards that your project supports
- an overview of the experimental design you used: hypotheses, procedures, data analysis, data tables, graphs, conclusions, and further questions to investigate (however you need not investigate these)
- Your display must be easy to read from a distance.

As you prepare for your project, it will be helpful to think “Consumer Reports” (i.e. product comparisons). If you choose this path, you will need to compare between 5 and 7 items/brands of the product you choose. **You may not do any type of “taste test”** (e.g. “Coke vs. Pepsi,” “what happens if you change/leave out ingredients when baking,” “which gum loses its flavor fastest,” etc.). **Data must be measurable and objective!** Also, your methods must mimic what you would actually do in real life – if you wouldn’t normally leave bread in your bathroom, don’t do it here!

You must do a multidimensional analysis in order for your project to be considered for full credit. For example, simply writing on 5 t-shirts with 5 different washable markers, then washing the t-shirts and reporting on which markers washed out is not nearly enough. In this example, you must also include two dimensions such as analysis of washability of different marker colors, different fabrics, different detergents, etc.

**Question – what removes permanent marker?  Answer – nothing (i.e. choose another question!).**

As an additional part of this assignment, you will also be required to make a short presentation (approximately 10 minutes) to your classmates to describe what you did and how you did it. The presentations will be done in round robin fashion with half of the class presenting to small groups simultaneously.

Your display will be evaluated on both appearance and content. **Your research and presentation should be conducted, presented, and written at the college level** however the question you choose to investigate should be one that would be of interest to an elementary level student. **Do NOT try to build your project around some cute activity!** Use a question you can actually investigate through experimentation.

Some notes:

- “brands” does not count as a dimension – you are comparing multiple brands on two or more dimensions
- always evaluate cost when it makes sense (however this is also not one of your 2 required dimensions)
- have samples of the materials/brands of products used – people need to see what you’re talking about
- provide an answer to the question (even if different things are better in different situations or there is a tie)
- conduct multiple trials
- use an appropriate way to check elapsed time (not “after 5 minutes”) and measure (gram by gram, e.g.)
- be sure products are consistent (not some 1-ply and some 2-ply e.g.)
Summary Grading Sheet

Please note that should you want or need to come talk with me about your grades, you will need to have this form with you, completed and up-to-date. You need to be on top of your grades all semester long to eliminate “surprises” later in the semester!!

<table>
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<tr>
<th>Assignment</th>
<th>Page Limit</th>
<th>Point Value</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Paper Towel Strength description</td>
<td>1 DS page</td>
<td>6 points</td>
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<tr>
<td>Teacher made game</td>
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<tr>
<td>Math trade book activity description</td>
<td>1 DS page</td>
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<tr>
<td>A Remainder of One activity description</td>
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<tr>
<td>FV#1 reflection and reteaching plan</td>
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<td>6 points each x 10 = 50 points</td>
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</table>
Curr 316 Lesson Plan Format

Names:

Grade Level: (provide a reference for the topic/grade level connection)
Estimated Length: Approximately how much time will it take you to implement this lesson in the grade level stated above?

Topic:
Process Skills Addressed: This is not a contest – list only those that are relevant! (See Martin, Chapter 3)

Prior Knowledge Needed and Subsequent Learning Supported: Explicitly describe any prior knowledge students will need to have in order to successfully participate in your lesson. Explicitly describe the learning that this lesson will support in the future.

I. Objective
Provide the specific behavior or outcome expected of the student. (Provide a statement of what students will be able to do when a lesson is completed, the conditions under which the students will be able to perform the task, and the evidence you will use to evaluate student performance.) Your objective should be able to "stand alone" in that, after having read it, the reader has a good idea of what you're going to do and how you're going to do it.

II. Preparation

A. Standards, Purpose, and Rationale
   According to the NYS MST Learning Standard #4 Science, ...
   Cite all that apply to your lesson.

   According to the Next Generation Science Standards, ...
   Cite all that apply to your lesson.

   According to the NYS Common Core State Standards for Mathematics, ...
   Cite all that apply to your lesson

   According to the NCTM Standards, ...
   *Use content standards only. Cite all that apply to your lesson

   Lesson Purpose and Rationale
   This is where you make a statement about how your lesson meets the Standards in everyday language and provide a rationale for selecting the content and methods you chose.

B. Materials, Resources, and Technology
   Teacher Materials/Resources
   List all resources you used to prepare your lesson (books, websites, teachers, etc.) and any materials you will need to bring to the lesson.

   Include copies of all handouts, recording sheets, PowerPoint slides, etc. that you will be using with your lesson plan. In your lesson plan, you should refer to any handouts/student recording sheets BY THE ACTUAL NAME ON THE DOCUMENT.

   Please note – PowerPoint, Prezi, etc. slides may contain no more than SIX words per slide – you need to use IMAGES to communicate with elementary students!
**Materials Management Plan**
Describe the way in which you will provide/package/arrange your materials so that they can be distributed to students efficiently and with minimal classroom disruption.

**Student Materials/Resources**
List all manipulatives, tools, or other materials *that the elementary students need to bring to the lesson*. Listing “laptops” here means you expect elementary students to provide them!

**Arrangement of Physical Space and Students**
Describe how the classroom will be arranged to facilitate implementation of your lesson and the ways in which students will be arranged to interact with each other, the lesson, and you.

**Student Use of Technology**
Describe how you will integrate the student use of technology use into your lesson – include the hardware/software you will use and describe *how* you will have the students use it. *(You may not need to demonstrate this in class, but it must be included as part of your plan.)*

It is not enough to have students merely manipulating items on a SmartBoard here.

C. Differentiation of Instruction
Describe how, within the context of this lesson, you will *challenge, support, and meet the needs of learners at all ability levels*. Please note that the content of the lesson must not be compromised as you plan for different students – all students must be able to reach your stated objective. *Provide a reference here for the source of all the accommodations you present.*

You will need a separate reference for EACH. *(You do not need to demonstrate this, but it must be included as part of your plan.)*

**Students with lower abilities:** (Include your reference)
**Students with higher abilities:** (Include your reference)

III. Procedure

A. Anticipatory Set
Describe an introductory experience that will *activate relevant prior knowledge* and *quickly engage* students in the lesson. This should *focus toward your objective, actively involve the students, and be brief.*

B. Body
*Concisely and thoroughly* describe the main part of the lesson. Although I do not want a script, include relevant questions *(at a variety of levels of Bloom’s taxonomy, indicate the level of each)* and the responses you will be looking for so that you may better probe toward the responses you desire. Be sure to include the key concepts you want to address in your lesson, and be sure to *focus on your objective!*

Also, be sure to make a connection between your **CONTENT** and your **STUDENTS** – how is this information familiar from, relevant to, or meaningful in their lives?

This section should have three main components – content, activity, and connecting activity to content. Whether you do your activity first and teaching afterwards or vice versa will depend on the content of your lesson.

1. **Content**
This is where you *teach your content and ask relevant questions*. Note that you will need to include the content that you will be teaching as I will be making a judgment about its accuracy – I can’t judge accuracy (i.e. you will get no points for this component) if you tell me that you will be teaching “about” something, but I can if you tell me what you are going to say about the concept.
Do not ask any question that you cannot answer (for example, “How far do you think it is from the earth to the moon?” or “How much do you think you would weigh on Mars?”)

2. Hands-on activity
   This is where you engage students in a hands-on activity that supports the lesson content.

3. Connecting the activity to the content
   The last part of your body should describe how the activity supports the content you taught and how you will make those connections explicit for your students. Students should walk away from the lesson with an understanding of why you made ice cream, for example.

   In this section, you need to engage your students through discussion and questions so that they are able to make the connection between the content you taught and the activity in which they participated. Do NOT just “justify” how the content and activity “went together” in your plan.

C. Closure
   Describe a summarizing experience that will enable students to consolidate what they have learned in the lesson (again, look back to your objective). This is the time to recap and hit the key points of the lesson. Students must be actively involved in the closure.

   Note that the Closure is not the place to teach concepts, do a time consuming activity, or bring together all the information from your activity (like looking at and analyzing data the students have collected, for example – that gets done in the body). It is the place to recap all the key points of the lesson and review the important information.

D. Independent Practice
   Describe additional unguided practice such as appropriate homework or seatwork assignments. This should expand on/reinforce the lesson and should be meaningful, not busywork. Address the objective of your lesson, and make it interesting for the student. Be sure to put some real thought into this -- it is an integral and important part of your lesson!

   DO NOT simply ask students to “write in their science journals,” “find (insert number here) interesting facts about…,” “go home and (do the same thing we just did with different materials),” “play an online game at (website),” or “write a paragraph about something new you learned today.” PLAN something thoughtful and meaningful here – YOU are the teacher!

E. Assessment
   This section should contain the following sections:
   1. Assessment of Student Performance and Achievement
      Using a 1-page landscape format rubric with at least 3 dimensions each having at least 3 levels, describe how you will assess whether the students met the objective(s) of the lesson. Target the specific accomplishments that you are looking for in the students who take part in the lesson. Your must assess the entire lesson, not just one aspect of it.

      2. Evaluation of Teaching and the Lesson
         Describe how you will assess your role in guiding students' learning. Be reflective and critical of yourselves. Think about the strategies you used that made the lesson successful, and what things you need to improve for next time. Provide a thoughtful and thorough list of questions you will ask yourselves upon completion of the lesson.
Accreditation Scoring Report Form for the Integrated Lesson Plan
**ATTACH SINGLE-SIDED COPY TO YOUR LESSON PLAN**

FILL IN YOUR Names

Lesson Plan Rubric for UNIT Assessment *(NOT for course grading purposes)*

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<tr>
<td>Development of Critical Thinking and Problem Solving</td>
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<tr>
<td>ACEI Standard 3.3</td>
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<tr>
<td>Active Engagement in Learning</td>
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<tr>
<td>ACEI Standard 3.4</td>
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Revised Fall 2015
<table>
<thead>
<tr>
<th>Objective (4 points)</th>
<th>Strong (1)</th>
<th>Developing (.5)</th>
<th>Insufficient (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Purpose</td>
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<tr>
<td>• Condition</td>
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<tr>
<td>• Evidence</td>
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<tr>
<td>• Prior Knowledge Needed/Subsequent Learning Supported</td>
<td></td>
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<tr>
<td>Rationale (3 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
</tr>
<tr>
<td>• Includes relevant state standards</td>
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<tr>
<td>• Includes relevant national standards</td>
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<td></td>
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<tr>
<td>• Lesson purpose and rationale</td>
<td></td>
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<tr>
<td>Materials, Resources, Technology Use (5 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
</tr>
<tr>
<td>• Teacher resources &amp; materials</td>
<td></td>
<td></td>
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<tr>
<td>• Materials management plan</td>
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<tr>
<td>• Student materials</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Arrangement of physical space and students</td>
<td></td>
<td></td>
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<tr>
<td>• Student use of technology</td>
<td></td>
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<tr>
<td>Differentiation of Instruction (3 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
</tr>
<tr>
<td>• Students with lower abilities with reference</td>
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<tr>
<td>• Students with higher abilities with reference</td>
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<tr>
<td>• Differentiation allows all students to reach lesson objective</td>
<td></td>
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<tr>
<td>Anticipatory set (5 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
</tr>
<tr>
<td>• Focuses toward objective</td>
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<tr>
<td>• Activates relevant prior knowledge</td>
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<tr>
<td>• Key questions follow a logical progression</td>
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<tr>
<td>• Captivating</td>
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<tr>
<td>• Actively involves student</td>
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<tr>
<td>Body (9 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
</tr>
<tr>
<td>• Congruent with objective</td>
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<tr>
<td>• Follows logical sequence of instruction</td>
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<tr>
<td>• Necessary facts/skills/principles</td>
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<tr>
<td>• Key questions that follow a logical progression</td>
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<tr>
<td>• Demonstrates meaningful MST integration</td>
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<tr>
<td>• Activity is explicitly &amp; overtly connected to content in a meaningful way</td>
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<tr>
<td>• Content is connected to the student in a meaningful way</td>
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<tr>
<td>• Relevance/accuracy of content</td>
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<tr>
<td>• Lesson content is developmentally appropriate</td>
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<tr>
<td>Closure (5 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
</tr>
<tr>
<td>• Congruent with objective</td>
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<tr>
<td>• Actively involves student</td>
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<tr>
<td>• Identifiable and appropriate endpoint</td>
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<tr>
<td>• Provides review of key concepts</td>
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<tr>
<td>• Developmentally appropriate conclusion</td>
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<tr>
<td>Independent Practice (3 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
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<tr>
<td>• Congruent with objective</td>
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<tr>
<td>• Adds depth/breadth to lesson (meaningful)</td>
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<tr>
<td>• Interesting</td>
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<tr>
<td>Assessment (3 points)</td>
<td>Strong (1)</td>
<td>Developing (.5)</td>
<td>Insufficient (0)</td>
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<tr>
<td>• Feasible</td>
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<tr>
<td>• Potential for evaluating student performance &amp; achievement</td>
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<tr>
<td>• Evaluation of teaching &amp; the lesson</td>
<td></td>
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<tr>
<td>General Considerations (3 points)</td>
<td>Sufficient (.5)</td>
<td>Insufficient (0)</td>
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<tr>
<td>• Succinct, clear, professionally written</td>
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<tr>
<td>• Lesson delivery is planned in a developmentally appropriate manner</td>
<td></td>
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<tr>
<td>• Includes relevant graphics/images</td>
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<tr>
<td>• Includes relevant, appropriately and logically labeled recording sheets</td>
<td></td>
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<tr>
<td>• Includes all course grading rubrics, with names on them</td>
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<tr>
<td>• Includes page numbers for all pages</td>
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</table>
Lesson Presentation Rubric  **FILL IN YOUR** Names

*Paperclip a single-sided copy of this to the back of your completed lesson plan when you turn it in*

Preparation/Organization
- Presentation is clearly well planned and organized (1 point)
- Materials are managed efficiently and thoughtfully (1 point)
- Visuals are relevant and appropriate (1 point)
- Transitions are managed smoothly (1 point)

Professionalism
- Language and manner is appropriate and professional (2 points)

Completeness
- Complete implementation of anticipatory Set (4 points)

Body
- Content (3 points)
- Activity (3 points)
- Connecting Activity to Content (3 points)
- General Considerations (lesson flow, questioning, etc) (2 points)

Complete implementation of closure (4 points)

Independent Practice/Extra Time Activity (1 point)

Notes/Comments:
BOOKS THAT ARE BANNED FOR YOUR FIELD VISIT MATH TRADE BOOK LESSONS

The following books are not acceptable for use in your math trade book lessons. There are likely others that are also unacceptable, so you are strongly encouraged to double check with me or Michelle before you make your final selection.

A Place for Zero
A Remainder of One
Anno’s Magic Seeds
Centipede’s 100 Shoes
Counting on Frank
Fancy Nancy: 100th Day of School
Five Little Monkeys
Great Graph Contest
Guinea Pigs Add Up
How Big is a Foot?
How High is the Sky
Inch by Inch
Lemonade for Sale
My Full Moon is Square
One Hundred Hungry Ants
Perfect Square
Tally O’Malley
The Doorbell Rang
The Greedy Triangle
The King’s Commissioners
The Lion’s Share
The Sundae Scoop
Tiny Rabbit’s Big Wish
Toby Counts His Marbles
Two Ways to Count to Ten
Tyrannosaurus Math
Zero the Hero