

MODEL LESSON PLAN FORMAT FOR STRATEGIC, EXPLICIT INSTRUCTION EDUCATION 745

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- A. **Objective:** What will the student learn? Write in measurable and observable terms.
- B. **Advanced Organizer:** This shows the student the objective of the instruction and links the target skills being taught with previously learned skills. This section gives an overview of what the teacher will do to “hook” the students.
1. **Link:** Link the target skill to be learned by reviewing previously learned skills or prior knowledge to the task. This will appear as dialogue.
 2. **Identify:** Identify the objective of the instruction. What would you tell the students that they are going to learn as a result of your teaching? This will appear as dialogue.
 3. **Providing Rationale:** Provide an explanation about why the skill/content to be learned is important. What is the relevance to the students’ life? This will appear as dialogue.
- C. **Modeling:** What are you going to do as the teacher to model the learning objective? Include how you will demonstrate how to perform the skill using strategies. Provide prompts and cues to focus students’ attention on important aspects of performing the skill using think-alouds. Use multisensory teaching to provide multiple avenues for mastering the skill.
- D. **Guided Practice:** What will the students do as you monitor and provide appropriate feedback? Make plans to provide a high level of support and gradually fade it as the students demonstrate mastery of the skill. How will you monitor and chart student performance to determine the pace of instruction and movement to the independent practice step?
- E. **Independent Practice:** What will the students do to practice the skills/competencies *without* your assistance? Provide multiple opportunities for practice of the skill. How will you monitor and chart student performance to determine when to move to the generalization step?
- F. **Generalization:** How will you provide opportunities for students to use the new skill with *different materials and in different settings*? How will the students transfer their learning?

Note: The assignment should be no longer than three (3) double-spaced typed pages. The assignment should address Sections A-F explained above. Assignments will NOT be scored if they are longer than three double-spaced pages. Note that the scoring rubric has a section (*Organization*) where correct grammar, punctuation, and format count towards the total 20 points for each model lesson plan.

LESSON PLANS AND READING AND WRITING ACTIVITIES

Students will submit the following assignments according to the schedule distributed in class with the syllabus. The Model Lesson format found in our text (i.e., pages 47-50) should be followed as a guide to complete the model lesson plan assignments.

Write the name of the lesson (example: Model Lesson Plan 1 for Teaching Phonological Awareness) on the cover sheet and the grade level at which the lesson is written.

Tips on Writing Style: Use proper grammar, spelling, and punctuation. Remember that dialogue in the model lesson plans requires the appropriate use of quotation marks. Check for complete sentences, transitions, introductions, and closings. Words used in a linguistic manner should appear in italics. For example: Write the words *can*, *man* and *fan*. Virgules should be used when you use sounds. For example: /a/ and /mm/.

You may use my copy of the *American Psychological Association Manual* in class if you do not have access to one.

It is expected that the assignments will represent your best professional work. The Francis Marion University Writing Center is available to provide assistance if needed.

MODEL LESSON PLAN ASSIGNMENTS

1. Model Lesson for Teaching Phonological Awareness (Chapter 3: Teaching Pre-Reading Skills) Present the following five (5) word pairs: (*sat*, *mat*), (*fat*, *hat*), (*lit*, *sit*), (*rip*, *sip*), and (*hut*, *nut*) that differ in the initial sound to teach phonological awareness. See page 33 in your textbook for additional information. Your focus is only on the **initial sounds** at this time.

2. Model Lesson for Teaching Phonics (Chapter 4: Teaching Phonics Skills) Prepare a lesson to teach the initial consonant *f* sound. See pages 66-68 in your textbook for additional information.

3. Model Lesson for Teaching Structural Analysis (Chapter 5: Teaching Structural Analysis Skills) Prepare a lesson to teach the following four (4) concrete compound words: *firehouse*, *fireplace*, *fireworks*, and *firefighter*. See pages 85-86 in your textbook for additional information.

4. Model Lesson for Teaching Sight Words (Chapter 6: Teaching Words by Using Visual Cues) Prepare a lesson to teach the following five (5) high frequency words: *the*, *of*, *and*, *to* and *in*. You must use the modified Fernald method to teach these words in isolation and then in text. See pages 109-111 in your textbook for additional information. This lesson is done for an **individual** student.

5. Model Lesson for Teaching Reading Comprehension of Narrative Text at the Pre-Reading, Actual Reading, and Post-Reading Phases (Chapter 8: Teaching Reading Comprehension: The Basic Approach and Chapter 10: Teaching Reading Comprehension and Cognitive Processing)

Develop a lesson plan on teaching the student how to “demonstrate the ability to summarize the main idea of a particular text.” This is SC Curriculum Standard 3-R1.8 from the 2002 English Language Arts document. You must **label** the three phases (pre-reading, actual reading, and post-reading) in your lesson plan.

See page 141 in your textbook for additional information for the three phases of comprehension instruction. There is also additional information on page 178 in your textbook on teaching main idea. This model lesson plan may be four (4) pages.

IN-CLASS ACTIVITIES

6. South Carolina Constructed-Response Scoring Rubric Grades 3-5 (2 point) for English Language Arts (This assignment will be done in class with a modified scoring rubric.) You must access this State Department of Education resource by going to www.myschools.com Office of Assessment. Click on *NCS Mentor* under *Resources*. Your password to enter the program is *palmetto*. [REDACTED]

7. South Carolina Extended-Response Scoring Rubric PACT Grades 3-HSAP (INDEPENDENT) (This assignment will be done out of class individually and with your assigned learning team.)

ASSIGNMENTS FOR READING/WRITING ACTIVITIES

8. Academic Background Knowledge-Select one content area (such as science, mathematics, English language arts, physical education, etc.) at a specific grade level (such as kindergarten, third grade, sixth grade, 10th grade, etc.) and develop a list of the 100 most important essential academic vocabulary words/terms in order for your students to master the South Carolina Academic Standards at the *Proficient* performance level. The South Carolina Academic Standards for your chosen content area should be used as the foundation for this assignment. **The words must be numbered, written in lowercase letters except for proper nouns, and in alphabetical order. The list of 100 words may be typed in a single-space manner.**

In your paper’s introduction, describe the criteria and process that you used to develop the list. Tell why and how you chose the words/terms that you prepared for this assignment. This entire assignment should be no longer than 2-typed pages. (Chapter 9: Teaching Reading Comprehension and Language Skills). [REDACTED]

9. Reading and Writing Interest Survey -Develop a reading/ writing interest survey (a **print-ready copy**) to administer to your students that is age-appropriate and school-site specific at one of the following levels: early childhood (Preschool-third grade), elementary (grades 3-5), middle school (grades 5-8), or high school (grades 9-12).

The survey for the students should be no longer than 2-typed pages. You do not need to double space the print on the students' copy but you need to make sure that it is easy to read. Make sure you include the directions for completing the survey and the grade level of the students. Also, include how the collected information will be used by you.

School-site specific means that you have considered contextual factors such as the demographics of the school, free and reduced lunch status, School Report Card 2005 rating of the school, Adequate Yearly Progress status, the class/grade level, and student level. If you are not currently teaching in a school, select a grade and a public school that is of interest to you. Attach a copy of the most recent 2005 School Report Card to this assignment.

Include a separate page (no longer than one double-spaced page) giving the rationale for the development of your survey and how the school-site specific factors impacted the development of your survey. This is where you will include the school-site specific contextual factors.

The entire assignment should be no longer than three pages (This does not include the School Report Card.) Attach a copy of the 2005 School Report Card. [REDACTED]

10. Sustained Silent Reading Plan -Develop a proposal to incorporate sustained silent reading in your classroom. This plan should be no longer than 2-typed pages (double-spaced) and should be print-ready to give to your principal to request approval of its implementation.

The introduction of your plan should provide a rationale for implementing SSR in your classroom. Also, you should address the factors that are included in the supplemental notes (Power Point on Sustained Silent Reading and Pilgreen's Factors) to Chapter 7 on sustained silent reading. (**Chapter 7: Developing Speed and Accuracy: Teaching Fluency Skills**) An adapted PACT 3-Point Constructed-response Rubric will be used to score this assignment. Bullet the eight (8) factors for ease of reading. This assignment should **NOT** be in letter format to your principal. [REDACTED]

11. Book Review -Select one professional development book on teaching reading and/or writing at your specific grade level(s). I am available to provide you with suggestions of books that you may want to read. In addition, you may check out one from my professional library. I need to approve the book before you begin this assignment

The introduction should include the title of the book, author(s), publisher, and copyright date. Address the following areas in your book review: (1) a summary of the book, (2) its strengths, (3) its weaknesses, (4) its overall value to you as a classroom teacher working with divergent, exceptional students, and children of poverty, and (5) implications for you as the classroom teacher. This should be no longer than 3-or 4-typed pages. The paper should be double-spaced. [REDACTED]

12. Writing Process-You will be the “student” and experience the writing process by participating in an extended-response writing activity from South Carolina’s state assessment system. **You will respond to a writing prompt and provide evidence of the writing process at the prewriting, writing, revising, editing, and final draft (publishing) stages.** You will be given additional information about this assignment. The Extended-response Scoring Rubric for Grades 3-HSAP (Independent) will be used to score this assignment.

You may write in pen or pencil for this assignment. Also, you may bring your own dictionary and thesaurus to use while you are working on this assignment.

8/7/2006

Dimension

Rubric Score

Dimension	Excellent (5 points)	Accomplished (4 points)	Needs Improvement (3 points)
<p>Learning Objectives</p> <p>The objectives</p> <ul style="list-style-type: none"> Are based on entire or identified parts of targeted SC standards (those to be taught & assessed in lesson) Are clear, measurable and concise statements of student learning expected at end of lesson Are developmentally appropriate 	<p>The objectives</p> <ul style="list-style-type: none"> Are based on entire or identified parts of targeted SC standards (those to be taught & assessed in lesson) Describe the student learning expected at the end of the lesson Are developmentally appropriate 	<p>The objectives</p> <ul style="list-style-type: none"> Are not clearly aligned to SC standards Do not adequately describe student learning desired at the end of lesson Are not developmentally appropriate 	<p>The objectives</p> <ul style="list-style-type: none"> Alignment of teaching strategy with objectives and standards is questionable Activities are not appropriate/sufficient for objectives and strategies used. Resources are not appropriate (may be incorrect, incomplete, or missing)
<p>Instruction/Activities/Resources</p> <p>Instruction/Activities/Resources (aligned to standards)</p> <ul style="list-style-type: none"> Teaching strategy(ies) is best choice for objectives, standards, and learners (particularly for children of poverty) Activities selected and sequenced to lead to higher levels of thinking/achievement A variety of activities that are engaging and elicit high performance from students with diverse and exceptional learning needs and styles Best resources for objectives and learners are identified 	<p>The objectives</p> <ul style="list-style-type: none"> Teaching strategy(ies) appropriate for objectives, standards, and learners Activities are appropriate and sufficient for objectives and teaching strategies Activities selected show some consideration of diverse and exceptional learning needs Appropriate resources for objectives and learners are identified. 	<p>The objectives</p> <ul style="list-style-type: none"> Not appropriate for objectives and identified standards Not appropriate for strategies and activities used in lesson Do not include instructions or rubrics for open-ended assessments Not developmentally appropriate for divergent and/or exceptional learners 	<p>The objectives</p> <ul style="list-style-type: none"> Does not follow template (it may be incomplete) Extensive editing/revision required Time may be a problem, given these objectives and activities
<p>Assessment Strategies</p> <p>Includes the following:</p> <ul style="list-style-type: none"> Best choices/fit for kind of learning required in objectives and standards (or identified parts of standards) Best choices/fit for strategies and activities used in lesson Have clear, written instructions for students Include clear, accurate scoring rubrics for open-ended assessments Are engaging and motivating for students Are developmentally appropriate for divergent and/or exceptional learners 	<p>The objectives</p> <ul style="list-style-type: none"> Appropriate match to learning in objectives and standards and in terms of number and placement in lesson Appropriate for strategies and activities used in lesson Appropriate instructions for administration are described/included Include accurate scoring rubric for open-ended assessments. Are developmentally appropriate for divergent and/or exceptional learners 	<p>The objectives</p> <ul style="list-style-type: none"> Follows template, but some editing may be needed Time allowed is sufficient for teaching and learning activities 	<p>The objectives</p> <ul style="list-style-type: none"> Follows template, but some editing may be needed Time allowed is sufficient for teaching and learning activities
<p>Organization</p> <ul style="list-style-type: none"> Easy-to-follow, well-written (no editing, or very little, required) Allows time for re-teaching for mastery 	<p>The objectives</p> <ul style="list-style-type: none"> Easy-to-follow, well-written (no editing, or very little, required) Allows time for re-teaching for mastery 	<p>The objectives</p> <ul style="list-style-type: none"> Easy-to-follow, well-written (no editing, or very little, required) Allows time for re-teaching for mastery 	<p>The objectives</p> <ul style="list-style-type: none"> Easy-to-follow, well-written (no editing, or very little, required) Allows time for re-teaching for mastery