

Rhode Island College
Feinstein School of Education and Human Development
Developmental Approaches to Teaching and Learning

ECED 301-01

Date 12/2/2010

Professor

Name

Rubric for the Lesson Plan selected by the candidate for inclusion in the Elementary Education Portfolio

3. Exceeds Expectations (Exemplary)

- Lesson plan demonstrates appropriate pedagogical terminology using developmentally effective approaches (4b).
- Lesson plan demonstrates an understanding of content knowledge in early education (4c).
- Objectives demonstrate an understanding of content knowledge in early education and developmentally effective approaches for the lesson stated in student outcomes (4b, c).
- Developmentally appropriate and effective materials listed, e.g. realia, books (4b).
- Developmentally effective model of teaching/teaching technique/teaching strategy indicated with procedure from introduction/set induction/motivation to closure (4b).
- Teaching techniques and strategies connect with children and families (4a).
- Lesson plan builds meaningful curriculum for young children (4d).
- The lesson plan demonstrates an understanding of the characteristics and needs of young children (1a).
- The lesson plan demonstrates an understanding of the multiple influences on development and learning (1b).
- The lesson plan uses an understanding developmental knowledge to create a respectful, supportive, and challenging learning experience within the lesson (1c).
- Developmentally appropriate assessment plan clearly stated and matches student outcomes indicating an understanding and practice of responsible assessment (3c) through the use of observation, documentation, and other appropriate assessment (3b).
- Rationale for choosing this lesson plan reflects developmental knowledge to create healthy, respectful, supportive, and challenging learning environment (1c).
- A lesson that a colleague could teach.
- Evidence of originality reflecting an understanding of young children's characteristics and needs (1a).

2. Meets Expectations (Satisfactory at expected level)

- Lesson plan demonstrates some appropriate pedagogical terminology using some developmentally effective approaches (4b).
- Lesson plan demonstrates an understanding some content knowledge in early education (4c).
- Objectives demonstrate some understanding of content knowledge in early education and developmentally effective approaches for the lesson stated in student outcomes (4a,b).
- Developmentally effective and appropriate materials listed (4b).
- Developmentally appropriate and effective procedure indicated from introduction/ motivation/set induction to closure (4b).
- Teaching techniques and strategies connect with children and families (4a).
- Lesson plan builds meaningful curriculum for young children (4d).
- Lesson plan reflects some understanding of early childhood content knowledge (4c).
- Developmentally appropriate assessment plan states and matches student outcomes indicating an understanding and practice of responsible assessment(3c) using some observation, documentation, or other appropriate assessment (3b).
- Rationale for choosing this lesson plan reflects some developmental knowledge to create a healthy, respectful, supportive, and challenging learning environment (3c).

1. Does Not Yet Meet Expectations (Unsatisfactory well below standard)

- Some materials listed.
- Procedure missing some steps and is not developmentally appropriate or effective.
- Assessment plan is vague and not developmentally appropriate.
- Objectives stated are vague and do not assess or demonstrate an understanding of content knowledge in early education or developmentally effective approaches (4b, c).

Lesson # 5

Styrofoam Solar Systems

2nd Grade 7 & 8 year olds

Rationale: To review the planets and their relation to the sun. A group discussion will review what the students have learned in previous lessons about the planets and the solar system. The Styrofoam Solar Systems will be a fun way to review knowledge learned in previous lessons.

Goals and Objectives: The goal of this lesson will be to review and close the thematic unit on space and the solar system. As a group we will discuss what we have learned about the solar system and the planets. We will apply our knowledge to the individual styrofoam planets to create a group solar system. The model of the solar system will reflect the position of the planets and also the genetic makeup of the planets.

Standards:

RIPTS Standard 3 – Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

This standard will be used in this lesson by creating a lesson that the students are familiar with and that is appropriate for second graders. This standard will also be used in this lesson by using the knowledge learned in previous lesson to create a concrete model of the solar system.

RIPTS Standard 6 – Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self motivation.

This standard will be used by encouraging each student to paint and positions their planets in the appropriate place. Students will be encouraged to work together to make an accurate model of the solar system. By creating a styrofoam solar system the students will be able to review and use the knowledge learned throughout this thematic unit.

RIPTS 9 - Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

This standard will be used in this lesson by observing the students while they are creating the model of the solar system. I will use this assessment to determine whether or not my thematic unit was successful and if the students have learned some new information.

DAP Standard – Constructing appropriate curriculum

This standard will be used in this lesson because the students asked numerous times to make a styrofoam solar system. By choosing this activity it will be a lesson that the students are excited about and will enjoy doing. Because the students are excited the knowledge learned is more likely to be remembered.

Instructional Materials and Resources:

Books about planets and the solar system (only for reference if needed)

Styrofoam balls

Wooden sticks

Paint

Paintbrushes

Journals

Pencils

Newspaper

Smocks

Assessment Plan:

I will assess the students by observation and by their journal entries. I will observe students while they constructing the model of the solar system to determine whether or not the students remember information learned in previous lessons. I will use the journals to assess their opinion about the lesson. This is an informal assessment.

Instructional Sequence:

The model of teaching will be hands-on and integrative method.

- 1) We will have a group discussion to review the information learned in previous lessons
- 2) Students will put smocks on
- 3) Paint and styrofoam planets will be passed out to students
- 4) Students will paint the planets
- 5) As a group we will put the solar system together
- 6) Once the solar system is assembled we will clean up
- 7) The solar system will be raffled off to one student
- 8) The students will write in their journals what they liked and disliked about the activity
- 9) We will close the lesson and thematic unit by having a group discussion about what they learned and the thing they think I could have done better

Learner Factors:

This lesson uses visual, verbal and hands on activities about the solar system. The verbal factors will be the group discussion about the planets and the discussion about the thematic unit as a whole. The visual factors will be the books that are available for reference if needed. The hands on factor will be the styrofoam model of the solar system. Using these learning factors will accommodate the different learning styles of the students.

Environment Factors:

Before this lesson two tables will be pushed together to create more room for the students to work. During this lesson students will be sitting together in a group which will help with group discussion. This lesson is a group activity so having the students sit together in a group will be beneficial. While working on their journals the students will be asked to work independently while sitting together.