

EDIE3100
Lesson Plan Analysis Chart

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<p>“Piece” from the lesson plan (e.g., quote, description, paraphrase, etc.) or even a “piece” that you now feel is missing!</p> <ul style="list-style-type: none"> Please provide as much information as you can from the lesson plan so that I know exactly what you are talking about without have to scroll to look! 	<p>Ideas or concepts from the course that relate to this aspect of the lesson plan:</p> <ul style="list-style-type: none"> List the idea or concept Include a definition or explanation of the concept or idea IN YOUR OWN WORDS! It can be a “lack-there-of” connect as well! 	<p>HOW the concept relates to the aspect of the lesson plan:</p> <ul style="list-style-type: none"> Explain your thinking about how the piece of the lesson connects with the idea or concept from the course Your understanding of the idea or key concept as its applied to practice should come across here! 	<p>Implications and reflections for teaching practice:</p> <ul style="list-style-type: none"> Is the “piece” a strong or weak point in your lesson? Why? How could you revise it to make it stronger? What are the implications for teacher practice related to this concept? What <i>should</i> teachers do?
<p>1. <u>Core Competencies (Communication)</u> Collaborating: This core competency in the group work where the groups are creating a character autopsy and students are building of each other’s ideas.</p>	<p>1. Caveats of working together Working together does not always work but having different roles for the students within the groups does allow for the students to build off one another and their ideas.</p> <p>2. Cooperative learning Groups have a goal and to achieve that specific goal students need to work together (listen and encourage each other)</p>	<p>In this explanation of the core competency, I decided that students will work in groups and use each other’s ideas to work cooperatively together. This is because the assignment involves a breakdown of the character in the poem. This can be a difficult task for students, and to accomplish this task, students might benefit from discussing it with their classmates.</p> <p>Sometimes, working in groups does not always work for students. They can become distracted, or one student can take the lead, and the other</p>	<p>This piece was a strong point in my lesson because students needed each other to complete this assignment. If I would to do this lesson again, I would have smaller groups because students seemed to get distracted with each other, but with less distractions of each other, then students can be more involved. I could also create a more cooperative learning environment by using a jigsaw method. There was a lot of dissecting of character for each group, so simplifying it and creating specific goals for each group can have more in depth</p>

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		<p>group members do not participate. To combat this, I had students rotate a pen every two minutes. This encourages every student's participation and creates this atmosphere of cooperative learning in which the student with the pen must listen to their classmates' ideas in order to complete the activity.</p>	<p>characterization. The jigsaw method would have groups dissect different things about the character and then group members would go and share to other students.</p> <p>The implication for teachers is that group work is not always easy. Teachers may fall into putting students in groups without thinking about it. Some students do not work well with others or get distracted when they work with others. Therefore, some teachers should think critically about putting students in groups. Specifically, teachers should think about creating cooperative learning groups in which group members all have different roles to complete the activity. This can prevent student from "falling through the cracks."</p>
<p>2. <u>Big Idea (Understand)</u> Exploring and sharing multiple perspectives extends our thinking</p>	<p>1.Vygotsky-knowledge co-constructed between people Knowledge and concepts are learned through groups or social environments.</p>	<p>In this big idea, students need to explore and share their ideas with group members. They learn about the character in the poem through the social environment of working in a group. This relates to the above section in</p>	<p>This is important for teachers to know because the prior way classrooms worked was through direct instruction from the teacher. Now, teachers are implemented Vygotsky's model more in their classrooms. This is</p>

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		<p>how group work can be effective when used appropriately. Well, Vygotsky was a big advocator for “group work” as he believed you learned through social circles. This can be contrary in how students learned before (teacher spilling out information for the students, and students expected to remember and recall that information on a test).</p>	<p>because the way the world works now is through collaboration and working with others. What better way to practice socialization and building off another then starting in school early? Also, no single individual knows everything. In order to educate ourselves more, we have to learn and build from others.</p>
<p>3. <u>Indigenous Connection/First Peoples Principles of Learning</u> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).</p> <p>In this lesson students work anywhere in the classroom; environment flexibility (not just at the desks).</p>	<p>1. Constructivist Approach (Complex learning environments) Where students learn does not have to be structured. The classroom can be practical and represent real learning environments which are messy and experiential.</p>	<p>This FPPL connects to the constructivist approach, specifically the complex learning environments. Indigenous learning environments are experiential and focus on sense of place. The environments are unstructured and connect to the world around them.</p> <p>This lesson had students work on their desks, on the floor, and even in the hallway. From surface level, this can look chaotic, but complex learning environments are unstructured and can be messy. But it is important to have alternate</p>	<p>This was a weak point in my lesson because I wanted to create alternate environments, but I still created guidelines by not letting students outside. In the future, I hope to have enough student respect and routine to allow for this, because with students all over tends to be problematic if prior student connection and expectations are not created.</p> <p>This lesson is important for teachers everywhere because not all students work well in the classic “desk” environment. As educators we have started to realize that not all students learn</p>

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		environments for learning because some students do not work in the classic environment (the desk).	the same and to encourage learning for all students, we should look at the learning environment. Indigenous way of learning is experiential and practical in the learning environment, and I think it is important for students to get experience with the things their learning in that practical environment. Here is an example, a class is learning about the water cycle. Instead of sitting at their desks and learning, they go outside and look at ponds and the clouds.
<p>4. <u>Universal Design for Learning</u> This lesson is great for all types of students and learners. It creates a space for students that are auditory learners, because the teacher candidate will be reading the poem. But it also creates a space for students that are literary learners, because the students will follow along and read the poem while the teacher candidate reads. This lesson also</p>	<p>1. Sternberg's Triarchic Theory of Intelligence Defines the thinking process and what leads to intelligence. A practical process which is about the ability to respond and adapt to situations.</p> <p>2. Limits of Learning styles People learn differently and have certain preferences. However, people cannot rely on those preferences because adapting to different ways of learning makes learning more achievable.</p>	<p>This lesson talked about creating a universal design for students by touching on different learning styles. Specifically, it talked about how the lesson can be changed and enhanced for an auditory learner or a literary learner. This can be problematic because even though people learn differently and have certain preferences in learning, that is not always practical way to learn. Some activities and tasks require students to be auditory learners or kinesthetic learners, so</p>	<p>This area in my lesson was a major weak point. This is because I talked about different learning styles in my UDL section, when clearly there are limits to creating learning styles for students.</p> <p>Therefore, for teachers this is extremely important in how we should view Universal Design for Learning. It should not be how we adapt a classroom for certain learners, rather how we create a space that is better for everyone's learning. Teachers</p>

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<p>incorporates all students as group work allows them to critically think together.</p> <p>However, this portion is lacking the true portion of Universal Design for Learning</p>		<p>students should be learning how to be adaptable. Sternberg talks about intelligence and how intelligence is gained by being able to respond and adapt to different situations. Therefore, how students learn should be how they gain intelligence, which is through adaptability.</p>	<p>should be focusing on how they can create different means of engagement for their students, different means of representation for their students, and different means of expression for their students. For example, giving students options in how they showcase their work is one way to create a more universally designed classroom.</p>
<p>5. Body: <u>Discussion</u></p> <ul style="list-style-type: none"> • Ask students if they are excited for Halloween • Ask them if any of them are going trick or treating? • What are they're costumes? • Anyone else doing something different for Halloween? 	<p>1. Schema Activation Activating schema is activating the brain, specifically a box in the brain that contains items to a specific topic. Example: I love basketball, and when a teacher relates course material surrounding basketball then I can relate it more. Specifically, the teacher is activating my schema around basketball.</p> <p>2. How People Learn: Key Findings (Students with preconceptions and misconceptions) Students come into a classroom with pre-existing ideas about a subject. Those ideas can be</p>	<p>In this first part of the lesson, there is a class discussion about Halloween. This can get students excited about Halloween and activate their schema and experiences about Halloween. This is also a check-in to see if some students do not celebrate Halloween or do not know what Halloween is. This connects to the <i>How People Learn</i> as some students might come into this lesson about Halloween with pre-conceptions about Halloween should be celebrated.</p>	<p>This was a strong point in my lesson as I became familiar with some students who do not like Halloween (afraid) or have religious values against Halloween. However, I did not create an alternative to this assignment for students that do not like Halloween.</p> <p>This has implications for teachers because knowing what your students come into classes with is very important. You want to know your students' familiarity with subjects or if they are uncomfortable with it.</p>

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	<p>correct about a topic, but they can be a twist of the truth around a topic (misconception). If this issue is not addressed by the teacher, before going into the lesson, the student with misconceptions may fail to grasp the lesson taught.</p>		
<p>6. <u>Introduction: Hook</u> <u>Read a spooky poem</u></p> <ul style="list-style-type: none"> •Turn the lights down a tad •Have a lantern at the front of the class •Hand out copies of the poem to class (students will have to share with a partner beside them) •Have the students turn to page 10 to follow along graphically to the poem or have them turn to page 24 to follow along just to the actual poem •Read the introduction to the class •Read the poem to the class 	<p>1. Engagement Engagement is a key to student's motivation. If a student is engaged in the lesson, they are more motivated to complete the tasks within the lesson, thus creating more student achievement.</p>	<p>This area of the lesson contains the hook which is all about getting the students engaged in the following events. The hook involves turning the lights off and putting a lantern on in the front of the class to read a spooky poem the class. This connects with engagement because creating an environment that relates to your lesson creates student motivation to follow along with the lesson.</p>	<p>This is important for teachers to know because without students engaged in the beginning of the lesson means they are not going to keep their attention on the material or the teacher. Without attention, as long-term memory statistics say, students are unable to retain information. The hook of a lesson is a perfect way to engage the students in the lesson and the content. It must be fun and entertaining, otherwise the hook loses its meaning.</p>
<p>7. <u>Organizational Strategies</u> Teacher candidate is getting student's attention by</p> <ul style="list-style-type: none"> • Put your hand on your head if you can hear me 	<p>1. Attention Having students ready to learn with their focus on the teacher. If a student/class does not have attention, then they cannot</p>	<p>This area of the lesson relates to attention as the teacher is basically getting the students attention to proceed with the lesson. The teacher cannot proceed until all attention is on</p>	<p>Having and gaining students attention is extremely important for teachers to know. I think most can agree that without student's focused on the learning and material at hand</p>

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<ul style="list-style-type: none"> Put your finger over your mouth if you can hear me 	absorb the material from the lesson.	them because students cannot learn unless fully focused on the material and lesson. There are many methods in getting students attention, but I used an action response. I also like the call and response techniques.	they will not be able to allow that learning to sink in. However, gaining students attention is the hard part. Therefore, engagement comes into play here. If students are interested and engaged in a topic, they are more likely to pay attention. It is all about activating that schema which allows them to relate material to their lives. This is why I like practical ways and methods to learning content.
<p>8. <u>Proactive, Positive Classroom Learning Environment Strategies</u> Praise students who are on task and encourage others who are not on task.</p>	<p>1. Reinforcement It is something the teacher does for a student that encourages proper behavior. Can be a reward or subtle thing the teacher does by complementing a students work.</p> <p>2. Differential Reinforcement This is a type of reinforcement that focuses on the student's correct behavior. Specifically, the actions of a student, not the actual student. This type of reinforcement relates to praise when a teacher complements a student's behavior.</p>	Reinforcement connects to this part of the lesson as students' behavior is praised. Students who are displaying correct behavior are rewarded with the teacher's praise. Originally, I thought this was a form of differential reinforcement but praising the student for being on task is praising the student. Differential reinforcement would be praising the student's work on the poster itself.	This is important for teachers to know and use because how behavior is reinforced or punished determines how students act in the future. Reinforcement along with punishment should be carefully carried out. Too much praise will allow students to feel like they are not challenged or that the praise is not authentic. Too much punishment allows students to feel like they are unable to complete activities or that the behavior really doesn't need to stop because punishment will not really stop. This comes into the use of

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			<p>“know your students!” All students need varying degrees of reinforcement and punishment. Additionally, differential reinforcement praises the actual student versus the work, which is more important for their behavior moving forward</p>
<p>9. <u>Closure: Reflection</u></p> <ul style="list-style-type: none"> • Turn the lights back on • Get the students attention • Have each group explain what they said for the heart, the next group what they said for the hands, etc. 	<p>1. Serial Position Effect How people remember is based on where words are in the sentences. Specifically, people will remember either early words or words that occur later in a sentence.</p>	<p>Serial position relates to the reflection portion of the lesson by reminding students what happened in the middle of the lesson (the activity they worked on). Students will remember what happened at the beginning of the lesson and at the end of the lesson using the serial position effect theory. Therefore, the students were reminded how their group, along with other groups, described the character.</p>	<p>This was a weak point in my lesson as I had students reflect on what they did to remind them the objective of the lesson (characterization). But I did not really touch on that at the beginning of the lesson. And the serial position effect states that how people remember things is based on the beginning and the end. The beginning I should have displayed some examples and went more into depth about what to look for when diving into what the character represents.</p> <p>This is important for teachers to know because students need to be shown explicit examples of how to do their work. As my teacher mentor had said, “show them and then show them again.”</p>

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<p>10. <u>Reflections</u> Lesson went well in terms of student engagement. One student that does not typically get involved in lessons, seemed very interested and contributed well to the poster creation.</p>	<p>1. Self-efficacy and strategies for students Self-efficacy is peoples' beliefs about their ability to do a task. Strategies for students to increase their self-efficacy is to create small goals, stress accomplishments, and reward achievement.</p> <p>2. Zone of proximal development The area at which a person can accomplish a task or activity very well when given some form of help.</p>	<p>Self-efficacy for students relates to this portion of the lesson. This is because as I reflected on how the lesson went, I noticed some students had a high level of confidence and comfortability in the lesson. The students who usually did not get as involved, were motivated, and believed in their ability to accomplish this task. I think this self-efficacy in the assignment was related to how engaging the topic was, but also to this idea of the zone of proximal development. The lesson was at the correct ability for every student and with the appropriate prompts from myself, they were able to excel.</p>	<p>The idea of self-efficacy is important for teachers to understand and know for their students because it is a main driver for their motivation in tasks. Without the ability to feel capable of accomplishing a task, the students will not know even how to start. To encourage students to build self-efficacy, the teacher along with the class can come up with small goals to complete activities and agree upon certain rewards.</p> <p>It is also important for students to know how to create the appropriate zone for each student to learn. Each student is at a different level in the their academic learning, so creating various zones within the lessons is most effective.</p>