313 Lesson Plan and Oral Presentation Assignment

Due: TBA

Total points: 60 points for written lesson plan; 40 points for oral presentation

Length: 2 single-spaced pages, Times New Roman, 12-pt font

In this class, we have discussed many ways to encourage young children to write. Now YOU get a chance to encourage children to write by creating a lesson plan for a writing assignment that will appeal to both children and to teachers.

Other teachers will be your intended audience, so you need to present your lesson plan in a clear, organized, and coherent fashion. You also need to make sure that your lesson plan is interesting, focused, effectively-designed, and includes the details and examples that will enable other teachers to easily follow your instructions and achieve the objectives that you present.

The lesson plan should include the following:

1. Objectives: clearly and specifically explain what goals you hope the children will achieve from the assignment.
2. Background: in this section, you will give the necessary information to inform and excite students about the genre of writing or writing skill that you will be assigning. For example, if you want them to write about epitaphs, you may wish to share with them that epitaphs have been used for centuries. You might choose to give them examples of famous historical epitaphs or ones from the Provo Cemetery. You might show them examples of brass rubbings as an effective way to introduce the subject. On the other hand, if your lesson plan is about similes, you might bring in multiple examples of similes from books, movies, poems, etc. to discuss with your students.

Your background for an assignment might also consist of sharing your own or others’ experiences with the assignment. For example, if you are teaching limericks, you may wish to share some that you have written or share books of limericks that you enjoyed as a child. Whatever background information you give should be sufficient to establish interest in the assignment.

1. Appropriate age level: include what age group(s) for which the assignment has been designed.
2. Assignment: In this section, you need to accurately explain the proposed assignment. Give a detailed description of what a teacher would need to do to explain the assignment to children and to organize the writing activity to insure its success.
3. Materials: Clearly highlight what materials a teacher would need in order to facilitate the assignment.
4. Options: Add additional ideas about how the assignment could be used with different age groups, how variations of the assignment could be used, or how the assignment could be linked with other activities.
5. Example: Include a brief example of what you would expect as a finished product. For example, if you had chosen to have the children write a humorous “Last Will and Testament,” you might include the following:

“I, Sarah Smith, do hereby bequeath my desk right by the drinking fountain to Chris Davis who will be in this class next year. He can get drinks whenever he wants! I also leave my favorite pencil to Allie Wellington because she always gave me pencils when I lost mine. I will my writing journal to Mrs. Jackson because she always encouraged me to carry it everywhere, and she helped me to have fun with my own writing. Finally, I bequeath the classroom job of feeding the hamster to Chloe Lowe because she likes to pretend she is different animals and this job would make her happy!”

1. Assessment: Include how you would evaluate this assignment. If you choose to do a lesson plan on similes, your assessment might be as follows:

|  |  |  |
| --- | --- | --- |
| Very Good | Good | Needs Improvement |
| Final story contains at least 4 similes. Similes are original and are effective descriptions in their story. | Final story contains 2-3 similes. At least 2 are original and make some sense as descriptions. | Final story contains 1 or 0 similes. Simile makes no sense. |

Oral Presentation

40 points possible (graded by peers)

3-5 minutes

Bring 26 copies of the written lesson plan to share with your peers.

In order to have a successful oral presentation, please consider the following suggestions:

1. Present your idea with enthusiasm. If you don’t appear to be excited about your idea, you can assume no one else will be either.
2. Make sure that you have lots of direct eye contact with your audience. Don’t simply read your lesson plan to us. You can, however, refer your audience to various parts of the handout.
3. Thoughtfully organize your oral presentation. Make sure that it is easy to follow. Don’t try to accomplish too much. Stay focused. You only have 3-5 minutes. Use them wisely.
4. You may wish to use visual or audio aids to keep your audience’s attention. Make sure to work all potential technology bugs before you start your presentation.
5. Make sure that you practice your presentation in advance so you don’t go over the 5-minute time limit. Practice projecting your voice so that all of the students in class will be able to hear you.
6. Think of a variety of ways to make the presentation interesting and creative. Consider what questions you can ask, what activities you could do to involve your audience, what props you might use, what word choices will keep the audience listening, etc.

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| --- | --- | --- | --- | --- |
| **313 Lesson Plan Rubric** | **Outstanding** | **Very Good** | **Average** | **Problematic** |
| **Objectives** | Specific, well-defined, appropriate for targeted age, thoughtful and relevant | Generally clear, well-targeted for age group | Objectives could be clearer and more specific. Problematic for age group | Objectives are vague, inappropriate for age group |
| **Background** | Clear how background effectively introduces assignment, specific and relevant suggestions | Summary of background given, generally clear how it sets up assignment | Background is given but is either vague or not completely clear how it sets up the lesson | Background is missing of fails to set up the lesson |
| **Assignment, Materials, and Assessment** | Clearly worded, specific and complete, logically organized, created with objectives in mind | Generally clear directions, usually logically organized | Marked by some ambiguity, missing instructions or lapses in organization | Assignment is not clear, wording is ambiguous, little or no coherence in instructions |
| **Options** | Specific, creative, practical for age group | Several suggestions, age appropriate | Several suggestions but may be vague or not practical for age of students | No options given or options given are unclear and inappropriate for age of students |
| **Example** | Clear and effective example of lesson’s purpose, age appropriate example | Example of what would be expected, may not be completely age appropriate | Vague example, not clearly age appropriate | Missing of not clearly related to lesson plan, not age appropriate |
| **Creativity** | Fresh idea, highly creative, exciting | Very good idea, somewhat creative, interesting | Good idea but no particularly fresh or creative | Idea was taken from internet, presentation of idea is not interesting |
| **Reader-Friendly** | No punctuation, usage, grammar, or wordiness errors | A few punctuation, usage, grammar, or wordiness errors | A number of punctuation, usage, grammar, and wordiness errors | Filled with editing errors and/or wordiness |

60-54: Outstanding, 53-48: Very Good, 47-42 Good, 36-30 Needs Improvement