

## Lesson Plan Analysis

### PART A: ANALYSIS OF LESSON DELIVERY

#### A: MOTIVATION

In my lesson plan I used a hook effectively with the students. As a class, through guided instruction, we brainstormed types of interview questions with the principal, as an exemplar of different types of interview questions. The hook was connected to learning by showcasing "thick questions" that had lots of detail. The students found the activity to be interesting because they know and admire the principal and got help coming up with various questions and answers through brainstorming as a class. Through my reading a chapter from the novel everyday to the students and having them writing a reading response to the chapter, I have accessed prior knowledge from previous reading response lessons, of applying what they read to writing. As aforementioned, I engaged the students from the beginning by having the hook of setting up an interview with their principal, making them excited and piquing their interest.

#### B: CONTENT FOR NEW LEARNING

I successfully identified what I was going to teach, such as definitions of what "thick questions" are and the proper format for an interview and written dialogue. This data and information was new to the students so I organized and presented the content in a logical and sequential manner, by first presenting and brainstorming the information on an anchor chart and then by giving the students graphic organizers. I modelled the new learning by breaking it down into chunks for the slower learners and making sure they understood by having them complete the graphic organizers first to see if they grasped it. I clearly explained what I wanted them to do by writing the expectations on the black board and creating a giant rubric, which we went over together as a class, which was displayed on the bulletin board.

#### C: RECAPITULATION QUESTIONS

I developed key questions that required the students to summarize the main ideas by asking and brainstorming with them different types of "thick questions." This was helpful in checking for understanding before I continued my lesson because there was a lot of feedback and volunteering from the class.

#### CONSOLIDATION:

Through the distribution of the graphic organizers, the students were able to practice the new learning alone. Therefore, moving from guided (teaching what "thick questions" and how the format of an interview looks) towards brainstorming together to the independent graphic organizer made the students' transition flawless. I provided formative assessment and feedback to the students by looking over their graphic organizers and if there were any major flaws, going over the students who did not quite grasp it. At the end of the class, I asked what they learned from the lesson and to discuss it with their 'elbow partner.' I spent ten minutes on consolidation.

#### APPLICATION:

During the phase of application, I differentiated the lesson for students with learning exceptionalities by breaking down the instruction into chunks. Also, I told the three EAs in the class to work one on one with WR, R, and E. Also, I provided opportunity for more independence and responsibility by having the students fill out a graphic organizer for their own interview, this enabled them to apply what they had just learned.

#### LESSON CONCLUSION:

I allocated time for lesson conclusion and made students aware of what they have learned by asking them what they learned or liked about the lesson.

#### ASSESSMENT:

I used a formative assessment and a checklist to look at their graphic organizers and seeing how well they were working. I provided feedback during the next day's lesson to the students that did not fully grasp the idea by calling them together and I gave a mini-lesson over again, while the other students who understood (based on the graphic organizers) continued on working towards their good copies.

### PART B: REFLECTION ON PLANNING AND DELIVERY & MODEL AND PROCESS

#### 1. LESSON DELIVERY

Effectiveness of the Student Teacher:

According to the Phase of Instruction, I believe my quality of delivery within my lesson is as follows: MOTIVATION: 4/4 MODELLING OF NEW LEARNING ¾ RECAPITULATION QUESTIONS 3/4 CONSOLIDATION 3/4 APPLICATION 2/4 LESSON CONCLUSION 2/4

I motivation I did well in getting them excited about interviewing through the example of the principal, which they thought was pure fun but also they were learning in the process. In modelling of new learning, I did well based on the success of the students' completed graphic organizers and I went slowly to ensure the new information was well received. My recapitulation process and consolidation went well because by brainstorming and asking them what they have learned, the students were able to work together as a team, in a low-risk and non-threatening environment. In my application and lesson conclusion, I could have spent more time on this but because it was a new topic I was introducing I wanted to focus on the understanding and less on the doing and application process. Next time I will leave more time for this.

Next Steps Related to the Effectiveness of the Student Teacher:

My next steps for professional growth, considering the delivery of my lesson, is to plan and organize more time for the application process and having the students work longer on their graphic organizers, by perhaps carrying it on into the next day. Some of the pro-active classroom management strategies that were beneficial to me were commanding the students' attention before I started my lesson. I did this by telling the students in a firm voice that I was ready to begin and I would not start until all eyes were on me and they were listening with their bodies (turned and facing me with hands in lap). If any of the students interrupted, they had to stand and apologize to me, which deterred disruption, as they were embarrassed doing this.

#### 2. USE OF VISUAL MODEL

1) The application process was brief because the majority of the lesson was teaching them new information and so they had little time to apply their knowledge, only twenty minutes.

2) The Phases of Instruction visual model was immensely useful in the delivery and the analysis of my lesson because it did not just summarize my lesson but allowed me to rate it. I liked rating the lesson because it is a clearer way to visualize how the lesson went, without having to re read my summary of my lesson. I would rate its usefulness ¾.

3) Upon analyzing my delivery, I was surprised the most by how often I said "guys" when I addressed the class. By watching myself teach a lesson, I was happy with how commanding I was of the students' attention and how I reinforced that they stay on task.

Next time I will say "grade 4/5" or "ladies and gentlemen" instead of "okay guys," thereby making my lesson more formal sounding.