

Lesson Plan and Reflection

The **goal** of this assignment is for the preservice teacher to gain practical experience developing, implementing, and evaluating a lesson consistent with the spirit of the *NCTM Principles and Standards*. The lesson presented is expected to develop students' conceptual knowledge through problem solving and reasoning situations. In developing the lesson, preservice teachers must consider general developmental issues of their students and concept learning expectations as described in assigned readings and class discussions, and as observed in elementary students.

A. Planning and Teaching the Lesson:

- Collaborate with your clinical classroom teacher and your Math 402 instructor to decide on a topic for your lesson. Any elementary mathematics topic at a 6th or lower grade level is acceptable for this assignment. **Read** about the assigned lesson area in the textbook (van de Walle) and in the *NCTM Principles and Standards* at the appropriate grade band, and in the *Illinois Teaching Standards*.
- Develop a lesson plan to introduce one or more mathematics concepts from the lesson area using a problem solving approach. You may choose to develop a lesson in which the mathematics is integrated with another subject. Include a statement of the learning objective(s), materials, procedures for conducting the lesson, assessment of success of the lesson, and closure of the lesson. Describe how you will open the lesson, how you will group the students, how you will engage the students in problem solving and/or reasoning, the activity(ies) in which students will engage, key questions you will ask to help you understand students' thinking as the lesson progresses, how you will assess the lesson, specifically what will you be listening or looking for from students, and how you and/or the students will summarize and consolidate important points in the lesson. The materials and activities you select for the lesson should support the problem solving environment of your students and be useful in developing concepts and/or meaning for symbols. They should not be intended solely for practice or reinforcement.
- Discuss possible adaptations that might be necessary while you are teaching the lessons. Why might they be necessary? How will they be implemented if needed? In what parts of the lesson do you anticipate student difficulties? How will you address these difficulties if they occur?
- Discuss how the lesson fits into the larger elementary mathematics curriculum. Tell how the mathematics of the lesson can be connected to previously learned mathematics and how it can be related to mathematics the students will encounter at a later time.
- Identify one special learning situation (e.g. LD student, gifted student, visual or hearing-impaired student, non-English speaking student, etc.) and describe steps that can be taken to include that student in the lesson in a way that meets the learning objective(s)

This lesson plan is due on _____

You may individually teach the lesson or co-teach with another Math 402 student in a mathematics classroom at your clinical site. Alternately, you may teach the lesson to a small pull-out group of students. Be sure to have your classroom teacher complete and mail the **Report of Observation of Mathematics Classroom Teaching** form. If two Math 402 students are co-teaching, one form containing both students' names is sufficient.

B. Lesson Reflection

Each Math 402 student will prepare an individual written reflection on ways that the lesson might be improved. The reflection should be individual even in cases where the lesson was co-taught. Some areas that might be considered are given below, but you are not limited to these questions alone, in writing the lesson reflection. You are encouraged to consider other aspects of the lesson or of students' understanding of the lesson in your reflection.

How effectively did the lesson involve students in reasoning and problem solving? Explain. What changes could you make to encourage more student reasoning and problem solving?

What signs of active engagement did you notice in your students? Explain. Give examples. What changes could you make to encourage more active engagement?

How effectively did you allow students to figure out their solutions? Explain. Give examples.

How effective were you in allowing students to demonstrate their knowledge or explain their reasoning? Explain. Give examples.

Did the instructional materials support the learning objective? Explain. What changes in materials or in their usage might encourage deeper student understanding?

What parts of the lesson were challenging to students? What was the source of students' difficulties? How did you handle these situations? How might you more effectively handle these challenges if you taught the lesson again?

Was the timing of the lesson appropriate? Explain. What changes might be made?

Was your lesson effective for students with special needs? How might you more effectively address special needs if you taught the lesson again?

Did the closure help students to consolidate their knowledge? Explain. What changes in closure might be indicated?

Were you able to teach the lesson as you had planned it? Did you use any adaptations to the lesson? Why? What other adaptations might you make if you taught the lesson again?

Your lesson reflection should include the following:

- One paragraph description of the students you taught. (e.g., grade level, number of students, special characteristics, etc.)
- Your lesson reflection remarks
- A copy of the lesson and handouts as the lesson was implemented.
- A copy of your originally-prepared lesson plan containing instructor comments

The lesson reflection is due on _____