## FORM #1 - LESSON PLAN FORMAT

Name: Kent F. Morales Date: 8/28/12

Lesson Title/Subject: Physiology/ Learning Styles Grade(s): 11-12

Anticipated length of time for this lesson: 65 minutes

At what point in the sequence of the unit is this lesson? Check one:

at the beginning of the unit of study

x between the beginning and the end of the unit of study

at the end of the unit of study

|  |
| --- |
| PART A: DESCRIBE YOUR STUDENTS |

Grade Level: 11-12 grade

Content Area: Biological Sciences (Physiology)

Subject Matter: Learning Styles

Age range of students: 15-18

Total Number of Students: 33

Number of Male Students: 24 Number of Female Students: 9

Percentage of students receiving free or reduced lunch: 0%

Areas in which students live (check all that apply) Urban x Suburban Rural

|  |  |
| --- | --- |
| Ethnicity of students  (give numbers) | 2 African American or Black  American Indian/Alaskan Native  4 Asian or Pacific Islander  13 White  13 Hispanic or Latino  1 Asian Indian |
| Language proficiency of students (give numbers) | 32 Fluent English Proficient  1 English Learner |
| Identified special need categories represented (give numbers) | Specific learning Disability  Speech/Language Impaired  Hard of Hearing  Visually Impaired  Deaf  Orthopedically Impaired  Deaf-Blind  Emotionally Disturbed  Other Health Impaired  Mental Retardation  Multiple Disabilities  Autistic  Brain Injury  Established Medical Disability (0-5years) |
| ENGLISH LANGUAGE LEARNER(S): Who are the English language learners in the class? What are their ELD levels according to the CELDT? Rohit Banger is designated as Limited English Proficient. | | |
| STUDENTS with IEPs: Who are the students with IEP goals? List their academic achievement levels in this  content area. Information hasn’t been provided yet. | | |
| OTHER STUDENTS: Which students will require additional support with this lesson? None have been identified through documentation or observation yet. | | |

|  |
| --- |
| PART B: LINK THE LESSON TO STANDARDS |
| ACADEMIC CONTENT STANDARD(S): What academic content standard(s) does this lesson address?  Investigation and Experimentation: 1.l Analyze situations and solve problems that require combining and applying concepts from more than one area of science.  UNIT OF STUDY: Describe the UNIT OF STUDY that addresses the standards above. Learning Styles and Multiple Intelligences.    ELD STANDARD(S): Identify the ELD standards for this subject area that will be addressed in this lesson (listening, speaking, reading and/or writing) for each ELD n your class.  Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.  Apply knowledge of academic and social vocabulary to achieve independent reading.  Structure ideas and arguments in a given context by giving supporting and relevant examples.    STUDENTS WITH IEPs: Identify the IEP goals for this subject area that will be addressed in this lesson. n/a |

|  |
| --- |
| PART C: PLAN THE LESSON |
| ACADEMIC LEARNING GOALS (outcomes/objectives) For This Lesson: What specifically do you expect students to know or be able to do as a result of the lesson? (Goals/outcomes/outcomes must be observable and measurable.)  The students will be able to identify their personal learning style and factors that affect their learning based on inquiry and reflection. This will be measured by responses to questions provided in packet, and by execution of an online survey and preparation of a one page paper.  LANGUAGE GOALS (outcomes/objectives) For EL learners: What specific behaviors will the students demonstrate to show they have met the ELD standard(s)? (Outcomes must be observable and measurable.)  Student will actively participate in class discussion of learning styles and will organize ideas in preparation of one page paper.    STUDENT LEARNING GOALS (outcomes/objectives) for STUDENTS with IEPs: Describe how the Academic Learning Goals will be modified for students with IEPs (if necessary). n/a |

|  |
| --- |
| PART D: COMPONENTS OF THIS LESSON |
| Think about the sequence of this lesson. Describe your plans for instruction in the order in which they will be implemented. Under “Instructional Strategies,” explain what you will do to present the content to the students. What will you do/say? Under “Student Activities,” explain what the students will do during instruction. |
| INTRO-INSTRUCTIONAL STRATEGIES:  A. How will you hook your students’ interest? State your exact wording. I will ask, “Who was able to apply what we learned about learning styles in any of your other classes?”  B. How will you connect the content of this lesson to prior learning? State your exact wording. I will state, “You’ll remember that in yesterday’s lesson we learned about the different types of learning styles and examined which type of learners we are. Today, we will discuss what factors influence learning.”  C. How will you connect the content to the life experiences of your students? I will ask the students how they are able to control their learning environments to maximize their learning potential.  D. How will you present the academic learning goals (outcomes/objectives)? State your exact wording. I will state, “Today you will answer questions in your unit packet that will help you to identify your learning style and the factors that affect your learning ability. You will complete an online survey for homework and begin working on a paper to further explore these concepts.”    INTRO-STUDENT ACTIVITIES: How will students be engaged during the introduction to the lesson? Consider grouping, pair work, guided practice, individual work, etc.  Students will begin class by completing a warm-up activity, an extra credit biology quiz. This activity is designed to stimulate higher cognitive function at the onset of class, and requires students to consider previous knowledge from their general biology class.  THROUGH-INSTRUCTIONAL STRATEGIES:   1. List the steps of your lesson presentation. 2. Teacher will ask students to open unit packets, showing previous night’s homework. 3. Teacher will ask students questions to informally assess student understanding of homework and previous lesson. 4. Students will answer two questions in the packet in writing, and share response with a partner. 5. Teacher will lead the class in guided note taking of factors affecting learning. 6. Teacher will ask the students to write complete sentence definitions for several vocabulary terms. 7. Teacher will ask students at random to share their definitions. 8. Teacher will ask students to answer a series of questions in the packet about their own learning environments. 9. Teacher will present the night’s homework and introduce a paper that will be due on Friday. 10. Time permitting, teacher will lead the class in more guided note taking on the subject of multiple intelligences. 11. What strategies will you use to check for understanding?   The teacher will informally assess student understanding throughout the lesson by asking questions of students, asking students to share answers with the class, and circulating through class and checking responses on written work.  Through-Student Activities: How will students be engaged during each part of the lesson? Consider grouping, pair work, guided practice, individual practice; application, etc.   1. Students will open packet and present the previous night’s homework. 2. Students will share responses from the homework. 3. Students will answer reflective questions from the packet and share responses with a partner. 4. Students will take notes as modeled by the teacher on the board. 5. Students will use notes to write complete sentence definitions of vocabulary terms. 6. Students will share the definitions with the class. 7. Students will answer several questions in writing about their personal learning environments. 8. Students will listen to presentation of the next night’s homework and enter assignment into planners. 9. Students will continue to take guided notes about multiple intelligences.   BEYOND-INSTRUCTIONAL STRATEGIES:  A. How will you close the lesson? The lesson will close with a presentation of a survey and writing assignment that will serve as a culmination of the learning styles section of the unit.  B. Describe any informal/formal assessments used.  Warm-up quiz is a graded assessment of prior biology knowledge.  Students will be asked at random to share answers from their work.  Teacher will circulate and informally assess written work throughout class.  BEYOND-STUDENT ACTIVITIES:  What are students expected to do before the next lesson or class? Describe homework, if any.  Students will be expected to complete an online survey to define their learning style. Results of the survey will be printed and brought to class the following day. Students will begin to work on a one-page paper, writing a detailed self-analysis of their personal learning styles, strengths and weaknesses.  MATERIALS/TECHNOLOGY/RESOURCES:  Students will be required to have their unit packets ready. Teacher will use dry erase board to present notes. TA will be utilized to correct warm-up exercises. Students will use technology as homework, completing online survey.  What materials (supplies, equipment, teaching aids) need to be prepared and available? How will you use aides/volunteers in this lesson, if available? What technology links are made in this lesson? |

|  |
| --- |
| PART E: ADAPTATIONS |
| ENGLISH LANGUAGE LEARNERS: Explain how your lesson plan is adapted according to each of the following components of the SIOP model: Preparation, Building Background, Comprehensible Input/Strategies, Interaction, Practice/Application, and Review/Assessment.  Teacher will provide close support to LEP student. Academic content will be modeled verbally and will be clearly written on the board. Lesson content, learning styles, will also be helpful to the student in understanding how to make input more comprehensible.  STUDENTS with IEPS:  List the specific accommodations/adaptations that you have made for your students with IEPs. Explain how these accommodation/adaptations provide access to the Academic Content Standards.  n/a  Are there other students for whom you want to make adaptations? Explain these adaptations.  No information has been provided nor observed thus far that would make clear the need for adaptations. |

|  |
| --- |
| PART F: REFLECTION |
| SELF-EVALUATION:  Describe the effectiveness of this lesson in helping students meet the learning goals.    How will you apply what you have learned when you plan instruction in the future? |