Formal Lesson Plan 2 for Virginia Studies: Monday October 10, 2016 - 12:15-12:50

Subject Area
Virginia Studies

Grade Level
4th

Lesson Plan Elements

Objectives
The student will be able to describe what an archaeologist and what an artifact is with 85% accuracy.
The student will be able to explain how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown with 90% accuracy.

VA SOL'S
The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.

ACEI Standards Addressed and Demonstrated Through Lesson Artifacts
2.4 Social Studies- Candidates know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related areas--to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world

The teacher will use a map to show where Jamestown and Werowocomoco are on a map. This will relate it back to what they have been learning in Virginia Studies about the James and York Rivers. The teacher will also show a video to show students what an archaeologist does and show real examples of artifacts. The teacher will read an article explaining what an archaeologist does, what an artifact is, how Virginia Indians lived and how post holes can show the outline of a house. The teacher will give a pre and post-assessment that will allow students to describe what an archaeologist is, what an artifact is and to explain how archaeologists have recovered new material evidence at Werowocomoco and Jamestown.

Materials
- Smartboard
- https://www.youtube.com/watch?v=ZpeFKngCA9w
- White boards
- Markers
• Jamestown and Werowocomoco
  (http://tessin.weebly.com/history/jamestown-colony)
• Examples of artifacts
  (http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone)

Artifacts (INCLUDE Samples of worksheets, models, images of examples)
• Appendix A: Pre-Assessment
• Appendix B: Virginia Studies Weekly Article
• Appendix C: Post-Assessment

Lesson Plan and Analysis

Pre-Assessment (include sample of pre-assessment in artifacts, briefly explain how you will administer the pre-assessment)

For the pre-assessment, students will be given a matching slip that will ask them to match the word to its definition. The teacher will be looking to see if students have any prior knowledge about archaeology, artifacts, Werowocomoco and Jamestown.

This chart shows how many questions each student got correct, out of 4. 7 students got all questions correct, 5 students got 2 questions correct, 6 students got 1 question correct and 5 students got 0 questions correct.
This chart shows how many of each question the students got correct. 12 students correctly matched the definition of archaeology, 11 students correctly matched the definition of artifacts, 11 correctly matched what Werowocomoco is and 10 correctly identified what Jamestown is. Since most students only got about half of the questions right, I will be focusing on what archaeology is, how archaeologists discover artifacts and the significance of the new artifacts recently found at Werowocomoco and Jamestown.
This student correctly matched two items: archaeology and artifacts. They mixed up which city was Werowocomoco and which was Jamestown. In my lesson I will be sure to address the difference between the two.
This student received a 0 out of 4 on the pre-assessment. They did not match any of the definitions to the correct words.

This student received a 4 out of 4 on the pre-assessment. They correctly matched all words to their definitions.
Narrative Description (include elements of the 5E Model)

**Introduction-Hook**

*Engage Students: Anticipatory Set: (5 minutes)*

https://www.youtube.com/watch?v=ZpeFKngCA9w

Students will be shown a video about an archaeologist discovering new things at Jamestown. They will see the archaeologist uncovering artifacts from the dirt. This will lead to a discussion about what an archaeologist is and what artifacts are.

*Teacher: Okay friends, we are going to start today by watching this video about an archaeologist digging in Jamestown. You have the option of sitting at your seat or coming up to the carpet so that you can see the video. Make sure you make a smart choice about where you are sitting!* 

*play video * *Pause video and ask students to tell me what excavating means*

*Teacher: I want you to turn and talk to your neighbor about what you saw in this video. *give students 30 seconds to talk* *Okay, I would like a few groups to share about what they saw in the video*

*Student: She pulled things out of the dirt*
*Student: She used a water screener to screen the dirt*
*Student: She was digging in Jamestown*

**Student answers will vary**

*Teacher: Excellent she did all of those things. Now let’s talk about what she was doing...*

**Instruction & Activities**

*Model:*

*Explore: Introduction of content, direct instruction, etc.*

*Teacher: The woman that we saw in the video is called an archaeologist. Everyone say that word with me “archaeologist...” An archaeologist is someone who studies all kinds of material evidence left from people of the past. There are archaeologists who are looking for things all over the world, for example in the pyramids in Egypt to see what they can find about the people who once lived there.*

*Teacher: The objects that she found are called artifacts. Artifacts are objects that are found that give clues about those who lived long ago. Archaeologists are finding a lot of artifacts in Jamestown and Werowocomoco that tell us about the people who used to live there. They give us clues about the interactions of these people who lived in early Virginia. Now, I want you to turn and tell your neighbor what kinds of things you think could be artifacts... *give 30 seconds to talk* *Okay friends, what did you come up with?*

*Student: Pottery*
*Student: Arrowheads*

**Answers may vary**

*Teacher: Excellent, those are great examples of artifacts. Werowocomoco used to be a*
large Indian town used by the Indian leaders for several hundred years before the English settlers came. Everyone say that word with me- Were-o-wo-com-oco. It was the headquarters of the leader Powhatan. Jamestown was the first permanent English settlement in North America. Archaeologists have recently discovered the site of the original fort. *show students where Jamestown and Werowocomoco are on a map*

Teacher: Which river is Jamestown on?

Students: James River

Teacher: Excellent and which river is Werowocomoco on?

Students: York River

Teacher: Excellent!

Teacher: Which settlement do you think was older- the Native Americans at Werowocomoco or the English at Jamestown? Tell your neighbor what you think (give 30 sec to talk to their neighbor)

Teacher: Okay friends, someone tell me what you all think

Student: the Native Americans

Teacher: Excellent, the Native Americans did come first!

Teacher: Now that we know a little bit about what an archaeologist does, we are going to read an article about how the Indians in Virginia lived

Guided Practice:

Explain: Facilitate student work

https://app.studiesweekly.com/online/publications/17178/units/17208#/articles/17209

Teacher: Okay friends, if you are sitting near the back of the classroom I would like for you to come and sit on the carpet in front of me. We are going to read an article out of Virginia Studies Weekly to learn more about how Virginia Indians lived.

Teacher: Read: The land the Virginia Indians lived on extended from the Atlantic Ocean to the mountains. Trees covered much of the land. The weather was different in each season. They found new plants and berries in the spring. Summers were warm. The leaves turned colors as the temperatures cooled off in the fall. Snow fell in the winter. Virginia had many choices to make about how to use the land and its resources. How do we know what choices they made? Archaeologists have found artifacts, or man-made objects, where American Indians once lived.

Teacher: Turn and tell your neighbor what an archaeologist discovers.. *give 30 seconds to talk* Okay friends, now one group tell me what you talked about...

Student: They discover artifacts where the American Indians lived
Teacher: Beautiful, archeologists discover artifacts that tell us about the American Indians that lived there. Let's keep reading...

Teacher: Read: Pottery, arrowheads, silver spoons and glass bottles are some of the artifacts found in Virginia. Which artifacts did Virginia Indians make? Which ones did they trade for? Most likely, they made the pottery and arrowheads and traded for the spoons and glass bottles.

Teacher: Did we see any of these objects in the video?

Student: We saw pottery

Teacher: Excellent, we did see pottery in the video. Let's keep reading...

Teacher: Read: How do we know what their shelters looked like? Many Virginia Indians used trees for their shelters. Over time, these houses have worn away. After all, trees cannot last forever. When archaeologists dig for artifacts they look for color changes in the ground. A wooden post that wears away over time changes the color of the dirt. These color changes show where posts for Indian homes once stood. A posthole is a hole where a wooden post used to frame a house. Think of the postholes as dots. When archaeologists connect the dots, they start to see the outline of a house.

Teacher: When archaeologists see the postholes, they can see the outline of where a house used to be. Then they can look inside of the house to find artifacts and see how that family may have lived. Let's continue reading...

Teacher: Read: When the English arrived, many of them wrote about and drew pictures of what they learned about the Virginia Indians. They drew pictures of the Indians' clothing and their homes. These writings and drawings help us understand the artifacts. Artifacts, postholes, drawings and writings bring Virginia Indian history alive. This week, we are going to learn more about how the American Indians lived in Virginia. What did they eat? What did they wear? Where did they build their homes? How did they make choices? Keep reading to find out.

Teacher: How do you think these artifacts can help us understand more about how they lived? Turn and talk to your neighbor about it... *give 30 seconds to talk* Okay, now I would like for a few groups to tell me about what you talked about...

Student: They tell us where their houses may have been
Student: They tell us what materials they used
Student: The drawings tell us what the Indian’s clothes and homes looked like
**Answers will vary

Teacher: Excellent, I love all of those answers. Artifacts help us know more about the people that used to live in Virginia.

Teacher: Now we are going to answer a few questions about what we have learned about. I would like for you all to go back to your seat quickly and quietly...
Teacher: Now I would like for one person in each row to pass out white boards, markers and erasers to everyone in their row. You have about 30 seconds to do this... After you receive your white board, marker and eraser you can either stay at your seat or come back up to the carpet so that you can see better...

Independent Practice:

Extend/Elaborate: encourage students to apply new skills
https://app.studiesweekly.com/online/publications/17178/units/17208#/articles/17209

Teacher: Now we are going to answer a few questions about what we just read and learned about. I am going to read you the question and I want you to write your answer on your whiteboard. Who digs and looks for the artifacts where American Indians once lived? Is it a cartographer, biologist, archaeologist or an oceanographer? I don’t want to hear you say your answer, write it on your whiteboard! *give 30 seconds to write down answer*

Teacher: Okay friends, everyone show me your whiteboards! *scan room to make sure most people chose the correct answer* Now, everyone tell me what answer you put!

Students: Archaeologist

Teacher: Perfect, an archaeologist digs and looks for the artifacts where the American Indians used to live. Now erase your whiteboards and lets answer the next question

Teacher: According to the passage, what types of food grew during the spring that did not grow during the winter where the Virginia Indians lived? Was it plants and berries, corn and cotton, coffee and cocoa or potatoes and eggplant? Think about it to yourself and write the answer on your whiteboard!

Teacher: *give students 30 seconds to think about it* Okay friends, let me see your answers! *scan room for answers* Now, someone raise your hand and tell me what answer you put...

Student: Plants and berries

Teacher: Perfect, the American Indians could eat plants and berries in the spring that weren’t there in the winter! Now, let’s answer one more question...

Teacher: How can archaeologists figure out how American Indian shelters looked if the shelters no longer exist today? Read the answer choices to yourself and write down a, b, c or d on your whiteboard. Answer a for they look for post-holes and color changes in the ground, answer b for they look at tree trunks for clues, answer they use dot-to-dot paper maps to figure it out and answer d for the color changes of the leaves give great clues to previous shelters. *give students a minute to think about their answer*

Teacher: Okay friends, let me see your whiteboards *scan over the room and look for the correct answer* Someone raise your hand and tell me what the correct answer is...

Student: A

Teacher: Excellent, the answer is a, they look for post-holes and color changes in the ground.
By looking at the post-holes, they can see the outline of where a house used to be standing.

**Closure**

Evaluate: assess student learning

**Teacher:** Now we are going to look at some examples of
**Teacher:** Excellent job today friends. Someone quickly remind me of what an archaeologist is?

**Student:** Someone who studies material evidence left from people in the past

**Teacher:** Beautiful and what is this material evidence called?

**Student:** Artifacts

**Teacher:** Perfect and what can these objects tell us?

**Student:** They give us clues about those who lived a long time ago in Virginia

**Teacher:** Yes, they do! And what is the name of the two cities where artifacts have recently been found?

**Student:** Jamestown
**Student:** Werowocomoco

**Teacher:** Yes! Great job today friends

**Accommodations & Differentiation**

- Students will be read the pre and post assessment if needed.
- Students who have difficulty following along will be given a hard copy of the article so that they can track with their finger.
- Students who have difficulty focusing and paying attention will be required to come to the carpet sitting near the teacher so that they will be able to stay on task.

**Assessment – tell how you would assess and include your post assessment artifact**

Students will be given an exit slip to assess them on the key terms that we talked about during this lesson. The teacher will also look at the boards being held up to see what they understand from the lesson and talk about anything they are still confused about.

**Teacher:** Okay friends, now I would like for each of you to complete this exit slip on what we talked about today. You may start it whenever you receive yours. Don’t forget to put your name on it!

**Evaluation**

During my first whole group lesson, I will be working a lot on classroom
management. I will work on not calling students who call out or jump up and down in their seats to reinforce that you should raise your hand quietly at their seat. I will make sure I am doing this by only calling on students who raise their hand calmly and ignoring the behavior. I also will be working on making sure I am asking clear questions and giving clear directions. I will be sure I am doing this by evaluating how my students are following my directions and making sure they look like they understand. I will also practice asking students to give me a thumbs up or a thumbs down if they understand what I am asking of them.

Post-Lesson Evaluation

Learning Evidence

Pre-Assessment Results (Out of 4)

Post-Assessment Results (Out of 6)
This graph shows how many questions each student got correct on the pre-assessment versus the post-assessment. It is important to note that the pre-assessment was out of 4 while the post-assessment was out of 6. On the post-assessment, 5 students got a perfect score (6/6), 3 students got a 5/6, 5 students got a 4/6, 2 students got a 3/6, 4 students got a 2/6 and 4 students got a 1/6.

![Number of Each Question Correct](image)

This chart shows how many of each question each student got correct. 16 students got archaeology correct, 21 students got artifacts correct, 12 students got Jamestown correct and 11 students got Werowocomoco correct. I wanted students to describe what an archaeologist and artifacts were with 85% accuracy. On the pre-assessment 50% of students were able to identify what an archaeologist and artifact were. On the post-assessment this number improved to 80%. Students did 30% better on the post-assessment. On the pre-assessment, I wanted students to also explain how archaeologists recovered new material evidence at Jamestown and Werowocomoco with 90% accuracy. 46% of students correctly did this on the pre-assessment. This number improved to 50% on the post-assessment, but still did not reach my objective. On the post-assessment, I think that most students mixed up the two cities. Some students were not very focused and didn’t use words from the word bank to answer their questions. I think that some students may have been confused that you could use one of the words three times. To address this in the future, I would either list artifacts three times in the key or explicitly state to students that you can use some of the words multiple times. In the future, I would focus on the difference between Jamestown and Werowocomoco. I would emphasize more that Jamestown was the first permanent English settlement while Werowocomoco was a large Indian town that was the headquarters of Powhatan. I think I would add the fact that Powhatan used Werowocomoco for his headquarters on the post-assessment worksheet.
This student received a perfect score on their post-assessment. They correctly filled in the blanks for each question with the word from the word bank.
Directions: Fill in the blank with the correct term.

1. The first permanent English settlement was _______. What was recently found here?
   
   [____] Archaeology are objects that are found that give clues about those who lived long ago.

   [____] Artifacts is the study of material evidence left from people in the past.

4. A large Indian town used by Indian leaders before the English settlers came to Virginia was _______. What was recently found here? Archaeology

   Word Bank: Archaeology Artifacts Jamestown Werowocomoco

This student received a 3 out of 6 on their post-assessment. The student mixed up what archaeology is and what artifacts are. They also put that archaeology was recently found at Werowocomoco instead of artifacts.
This student received a 1 out of 6 on their post-assessment. They correctly identified that artifacts are objects found that give cues about those who live long ago. They used a word that wasn’t on the word bank, Christopher Columbus. I think that this student may have been confused that they could use words multiple times on the post-assessment. I will definitely be sure to make that more clear in the future or list the word that is used multiple times the number of times that it will be used.
Reflection

I think that the students really loved the video that started off the lesson. It met my goal of engaging them and they thought it was really cool to see an archaeologist in action and to see which artifacts have recently been found at Jamestown. This was also a good introduction to begin talking about what an archeologist is and what artifacts are before we started reading the article. The students also really enjoyed getting to use their whiteboards to answer questions about the article that we read together. I think that their favorite part of the lesson was getting to see pictures of artifacts at the end of the lesson. They were really interested and excited to see some of the things that have been found that they have been talking about in Virginia Studies. For examples, one of the artifacts that I showed them was an arrowhead and they were able to make a connection about what that was used for.

I think that the most difficult part of the lesson was reading the article out loud to the students. I just had the article on the smart board for students to look at and I think it may have been difficult for some students to see, even if they moved to the front. It was also easy for students to get off task and not listen to what I was saying. I tried to prevent this by frequently stopping and asking a question about what we just read to ensure they comprehended what I was reading them. I think that next time I would give students a hard copy of the article and have them follow along that way.

Evaluation as a Teacher

I think that I did better with classroom management during this lesson. I ensured that students were on task and paying attention by scanning the room while I was reading the article and while the video was playing to make sure that they were looking toward the front and engaged with what I was saying. I made sure to instruct students to not have any extra drawings on their whiteboards other than the correct answer and I made sure to tell students to put their whiteboards and markers down while I was showing them the pictures of the artifacts so that they were paying attention.

I think that I did a little better about giving students clear directions during the lesson, but I need to work on giving better directions while giving students the pre and post assessment. I think that a lot of students were confused about the word bank that was on the worksheet because they were required to use one of the words three times and it was only listed once. Some students didn’t realize there was a word bank. I think that some of this miscommunication might have been because they completed this for morning work and students were coming in at all different times and may have missed parts of the directions. Next time I will be sure to clearly explain what I want the students to do.

I have established the goal of becoming more comfortable at the front of the classroom. I think that I get nervous and begin to talk too fast and get tongue-tied. I will definitely work on this during future lessons. I will also be doing parts of the whole group lesson every day to help get more comfortable in front of other adults when I am teaching.

During my conversation with my GA after teaching my lesson, I know that I also need to circulate more during the lesson. A lot of the lesson was at the front of the room at the carpet, but some students stayed at their seat and I didn’t walk around to check in on them when they were turning and talking. I also need to listen in on more groups when they are turning and talking to their partner to see what they are thinking and how they are understanding the content. We also talked about ways to extend the lesson. I really liked the idea of having students write a journal entry about an artifact that they found and how that artifact tells us about the people that once lived there.
Appendix A: Pre-Assessment

Name__________________________

Directions: Draw a line from the word to its definition.

1. Archaeology
2. Artifacts
3. Werowocomoco
4. Jamestown

First permanent English settlement; artifacts recently found here

Objects that are found that give clues about those who lived long ago

Study of material evidence left from people in the past

Large Indian town used by Indian leaders before English came to Virginia; artifacts recently found here
The land the Virginia Indians lived on extended from the Atlantic Ocean to the mountains. Trees covered much of the land. The weather was different in each season. They found new plants and berries in the spring. Summers were warm. The leaves turned colors as the temperatures cooled off in the fall. Snow fell in the winter. Virginia Indians had many choices to make about how to use the land and its resources.

How do we know what choices they made? Archaeologists have found artifacts, or man-made objects, where American Indians once lived. Pottery, arrowheads, silver spoons and glass bottles are some of the artifacts found in Virginia. Which artifacts did Virginia Indians make? Which ones did they trade for? Most likely, they made the pottery and arrowheads and traded for the spoons and glass bottles.

How do we know what their shelters looked like? Many Virginia Indians used trees for their shelters. Over time, these houses have worn away. After all, trees cannot
last forever. When archaeologists dig for artifacts they look for color changes in the ground. A wooden post that wears away over time changes the color of the dirt. These color changes show where posts for Indian homes once stood. A posthole is a hole where a wooden post used to frame a house. Think of the postholes as dots. When archaeologists connect the dots, they start to see the outline of a house. When the English arrived, many of them wrote about and drew pictures of what they learned about the Virginia Indians. They drew pictures of the Indians’ clothing and their homes. These writings and drawings help us understand the artifacts. Artifacts, postholes, drawings and writings bring Virginia Indian history alive. This week, we are going to learn more about how the American Indians lived in Virginia. What did they eat? What did they wear? Where did they build their homes? How did they make choices? Keep reading to find out.
Appendix C: Post-Assessment

Name_________________________________

Directions: Fill in the blank with the correct term.

1. The first permanent English settlement was ___________________. What were recently found here? ____________________

2. ____________________ are objects that are found that give clues about those who lived long ago.

3. ____________________ is the study of material evidence left from people in the past.

4. A large Indian town used by Indian leaders before the English settlers came to Virginia was _____________________. What were recently found here? ____________________

Word Bank:

Archaeology
Artifacts
Jamestown
Werowocomoco
Observation Form

Appendix B
Virginia Polytechnic Institute and State University
ACCREDITED OBSERVATION FORM

Student Teacher Name: [Name]
Date: [Date]

Observe By: [Name]
Time: [Time]

Lesson Topic / Subject Area: [Subject]
Grade: [Grade]

PRE-OBSERVATION DISCUSSION:

[Teacher will need a recorded discussion to facilitate]

A note it varied in active understanding of

INSTRUCTION:

<table>
<thead>
<tr>
<th>CLASSROOM TEACHING AND RELATED ACTIVITIES</th>
<th>QUESTIONS AND COMMENTS</th>
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[Teacher notes and comments]

...
Students become more engaged and get out what is most important. Key objectives are understanding. Might create a poster to increase recognition of the need for vocabulary. Questioning is next step. Gets students accustomed to the tenant given then awareness of learning continues. Student projects as basic board. Reviews key terms. Might complete more to chart understanding of more students.

**ACEI PRINCIPLES STRONGLY DEMONSTRATED:**

<table>
<thead>
<tr>
<th>ACEI</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>2.4 Social Studies</td>
<td>Student, geography, good use of technology to present information to students.</td>
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</tbody>
</table>
STRENGTHS:
- Good use of transition time for exam preparation.

SUGGESTIONS AND RECOMMENDATIONS:
- More time for group work and discussion to engage students.

GOALS ESTABLISHED:
- Increase student participation in group activities.
- Encourage students to take initiative in problem-solving activities.

SIGNED BY:

UNIVERSITY MENTOR or COOPERATING TEACHER

STUDENT INTERNS

DATE: ___________________________
**Lesson Plan Grading Rubric**

*Elementary Education*

*Rubric for Formally Observed Lesson Plans In Field Experience and Student Teaching*

**Intern Name:** Kimberly King

**Date of Lesson:** 10/10/2016

**Subject Area & Grade Level:** 4th grade Virginia Studies

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Unsatisfactory - 0</th>
<th>Adequate - 1</th>
<th>Strong - 2</th>
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<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Student objectives for learning are not clearly stated and/or are not fully consistent with lesson activities and student assessment plans</td>
<td>Student objectives for learning are stated but are not fully consistent with lesson activities and student assessment plans</td>
<td>Student objectives for learning are stated clearly and precisely in terms of learning expectations and are found to be a solid match with lesson activities and student assessment plans</td>
</tr>
<tr>
<td><strong>Virginia SOL’s or Foundation Blocks</strong></td>
<td>Virginia SOL’s or Foundation Blocks either have not been noted or are not fully matched with stated objectives, lesson activities, and assessment plans</td>
<td>Virginia SOL’s or Foundation Blocks have been noted but are not fully matched with stated objectives, lesson activities, and assessment plans</td>
<td>Virginia SOL’s or Foundation Blocks have been noted fully and all are found to be precisely matched with stated objectives, lesson activities, and assessment plans</td>
</tr>
<tr>
<td><strong>ACEI Standards Addressed</strong></td>
<td>ACEI standards for the lesson are not identified, or there are no lesson artifacts to be collected relative to these teaching standards</td>
<td>The lesson plan does not solidly link ACEI standards and lesson artifacts related to these teaching standards</td>
<td>The lesson plan clearly identifies the ACEI standards that will be addressed and specifically pinpoints the lesson artifacts to be collected that will demonstrate achievement of these teaching standards</td>
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<tr>
<td><strong>Materials</strong></td>
<td>The lesson plan does not include a list of essential materials to be used</td>
<td>The lesson plan includes a list of some essential materials to be used</td>
<td>The lesson plan includes a list of all materials to be used</td>
</tr>
<tr>
<td><strong>Developmentally Appropriate Content</strong></td>
<td>Lesson plan includes content that is not developmentally appropriate for the grade in which it is taught. Some content to be taught is not accurate or current.</td>
<td>Lesson plan includes some content that is developmentally appropriate for the grade in which it is taught. Content to be taught is accurate.</td>
<td>Lesson plan includes content that is developmentally appropriate for the grade in which it is taught. Content to be taught is accurate and current.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Contains more than 10 spelling or grammar errors. Unclear, disorganized. Consistent inappropriate use of language and structure.</td>
<td>Contains spelling and grammar errors (4-9). The majority of the lesson plan is written precisely and descriptively.</td>
<td>Consistent use that is precise, eloquent, appropriate, and well organized, with 0-3 spelling or grammar errors.</td>
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<tr>
<td><strong>Artifacts</strong></td>
<td>Copies of representative lesson artifacts are not included</td>
<td>Copies of representative lesson artifacts are included for post-lesson evidence</td>
<td>Copies of representative lesson artifacts are included for pre-assessment and post-lesson evidence</td>
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**Total:** 14 /14
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<th>Pre-Assessment</th>
<th>The lesson plan does not address how student prior knowledge, skills, and/or dispositions related to the objectives have been or will be assessed prior to the start of lesson in order to assure that instruction meets student learning needs.</th>
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<tr>
<td>Narrative Description - Introduction</td>
<td>The lesson plan does not include a description of how the instruction will be introduced to the students.</td>
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<tr>
<td>Narrative Description - Instruction and Activities</td>
<td>The lesson plan does not provide information on how the instruction and activities will be delivered to the students.</td>
</tr>
<tr>
<td>Narrative Description - Closure</td>
<td>The lesson plan does not provide information on how lesson closure/conclusions will be organized and delivered to the students.</td>
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<tr>
<td>Accommodations and Differentiation</td>
<td>Lesson plan does not include a description of accommodations for children with specific needs or that methods have been designed to provide differentiated instruction to meet the needs of all learners.</td>
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<td>Assessment</td>
<td>A plan for assessment of student learning is not provided or is not consistent with the lesson objectives, the</td>
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<td>Evaluation</td>
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<td><strong>Post-Lesson Report</strong></td>
<td><strong>Learning Evidence</strong></td>
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<tr>
<td><strong>Evaluation</strong></td>
<td>Lesson plan does not address planned methods of self-assessment of the delivery of instruction</td>
</tr>
<tr>
<td><strong>Learning Evidence</strong></td>
<td>No data from assessment or analysis. No examples/artifacts collected or analysis of children’s learning</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Reports events in the lesson without meaningful analysis and interpretation of what happened or reflection on comments of the observer (cooperating teacher or university mentor), or self-analysis for video observations</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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