

Janay Peeler

SPED 200 Sec 3

Sister Watts

Microteaching Report

This microteaching experience was a wonderful opportunity for me. I have never had to do something like it before, besides teach a Relief Society lesson, and it wasn't quite on the same caliber as this. Overall I think it taught me a lot about how important it is to make a lesson plan, so you can prepare for all the accommodations that students need. Making accommodations is not something you can do last minute.

I felt like I did a good job at preparing for my accommodations. I really worked hard in trying to figure out what might reach everyone and every type of learner. I thought about all the little details, from how I was going to ask questions to almost every word I was going to say.

Some accommodations that I feel were successful in my lesson were the video, the pictures, the jeopardy game, and having the students interact with each other. I think the students responded well to the video because it peaked their interest, most kids, at least my age, have heard of or seen Bill Nye the Science Guy. It was something that they could relate to, and he usually uses fun ways to introduce knowledge about science. I am all about having fun, so I wanted to incorporate a light-hearted but content-driven accommodation. Also I believe the pictures and visuals received good feedback. I matched the pictures on the power point to the ones on the handout. I think that was a good way of keeping students on track because if they got distracted or weren't as focused as other students, they could recognize the picture on the handout with the one that was being displayed in the power point. Another accommodation I think turned out well was the jeopardy game. Students who are linguistic, visual and mathematical learners could be accommodated by this game. That is a lot of students to reach! It also provides the gifted and

talented students to help out the other students who might not understand the content as well. I think a good amount of accommodations were made through having the students interact with each other. They could collaborate on the game, and when they told their partners about what they learned and did in their interactive notebooks.

There were many areas that I felt I could have improved upon. One was actually following through with what I had planned. I didn't look at my lesson plan, because I thought I knew everything I was going to do, but that was a mistake. I should have reviewed my lesson plan as I was going to make sure I didn't leave anything out. At the beginning of the lesson, before I showed the video, I was going to ask the students to pay attention to what system of the body they were talking about and what they thought we were going to learn about. I thought that this accommodation would have provided better feedback if I had remembered to say that. Instead, I just asked them after the video. If I had asked them before the video, it would have given them the chance to be alert on what Bill Nye the Science Guy was saying instead of just watching the video for fun. I also thought I should have incorporated and involved the students more with my power point. I ended up reading all of the slides but one of them. I should have called on students to read the power point out loud, to make sure they were paying attention and to involve them more in the lesson. Another accommodation that I wish I had done better at is reviewing the information. I should have had my own personal copy of the hand out in front of me so I could refer to it with the students instead of just expecting them to fill out the whole thing by themselves. I should have called on students and said "What did you get for number 2?" Not ever reviewing the handout was a mistake of mine. Also, a little trivial, but still something I should have done better was either pass out the candy myself, or had a responsible student to

pass it out. The whole candy thing turned out a bit awkward. I would do that much differently next time. Overall I learned much from my mistakes.

I got very good feedback from my peers. The comments help you see the good and bad in your lesson from another perspective, not just your own. My peers told me that my lesson was creative. They really liked the Bill Nye the Science Guy video. I think a lot of people can relate to that and it increases a desire to learn about science. They also liked the jeopardy game, and being able to pick the name of their group. I incorporated that into my lesson because I think it gives students the chance to be creative and think outside the box, but with the things that they are learning. Some constructive criticism I received was to review the information again. I very much agree with that, if I had more time I really would have liked to make sure the students understood what I taught them. Other good ideas were to use manipulatives, like pass around a model of the brain, or bring in visual tangible items. Those were great ideas that I actually wanted to do, but couldn't get a hold of any models! Next time I'll be sure and do something like that!

Overall I am grateful for the opportunity I had to design a lesson plan and to test it out by actually teaching in a classroom. I am not an education major, but I wanted to try out and see what being a Special Education teacher would be like. This project gave me a chance to see what accommodations would be beneficial and which ones would not be. It also gave me a chance to see what kind of a teacher I would be and if I think I would be able to pursue this profession.

UDL Science Lesson Plan The Central Nervous System (Fifth Grade)

Title: The Central Nervous System-What a Brain!

Author: Janay Peeler

Subject: Life Sciences

Grade Level: 5th Grade

Unit Description: Students will learn the different systems there are in the human body and how they contribute to life.

Lesson Description for the Day: To have fun learning about the Brain and how it is the center of the Central Nervous System.

State Standard

Strand	Life and Environmental Sciences
Standard 4: Life and Environmental Sciences: STRUCTURE AND FUNCTION IN ORGANISMS: Understand the structures and functions of living organisms and how organisms can be compared scientifically	

Topic	Cells, Tissues, Organs, and Organ Systems
Benchmark SC.5.4.1	Describe the structures of the human body and how they work together to sustain life
Sample Performance Assessment (SPA)	The student: Describes how organs or organ systems work together in the human body to sustain life (e.g., heart and lungs, digestive system, and excretory system).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare human body systems in terms of the structures and relationships that exist within them	Describe the structures of the human body and how they work together to sustain life	Identify the structures of the human body and how these structures work together to sustain life	Name the structures of the human body and state that they work together to sustain life

Goals

- Unit Goals:**
- Students will be able to explain the purpose of the systems in the human body.
 - Students will know the difference between each system of the human body.
- Lesson Goals**
- Students will know the organs and parts of the body that make up the central nervous system.

Instructional Methods

Anticipatory Set:

- Teacher will verbally ask students if they know what any of the systems are in the human body.
- Teacher will verbally instruct the student to come write it on the board.
- Teacher will verbally instruct students to pay attention to what type of system they will be focusing on in that day while watching the video.
- Students will watch a clip of a Bill Nye the Science Guy episode about the Central Nervous System
- Teacher will ask what system they will be learning about

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
3.1 Provide or activate background knowledge 1.2/1.3 Provide alternatives for visual and auditory information	5.1 Allow choices of media for communication 4.1 Provide varied ways to respond	7.3 Reduce threats and distractions 8.1 Heighten salience of goals and objectives

Introduce and Model New Knowledge

- Teacher will provide students with a worksheet that includes lesson content that will be taught but with fill in the blank segments.
- Teacher will verbally instruct students to pay close attention to the power point slides so they can fill out the worksheet individually.
- Teacher will present power point with visuals and verbally explain content.
- If needed, the Teacher will call on individual students to tell them the words that they filled in the blank when the power point slide with the correct answer is not displayed.

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
1.1 Customize the display of information 2.1 Define vocabulary 3.2 Highlight critical features, big ideas, and relationships	5.1 Provide appropriate tools for composition 6.3 Facilitate managing information and resources	7.3 Reduce threats and distractions 9.2 Develop self assessment and reflection

Guided Practice

- Teacher will verbally instruct students that they will participate in a simple and quick Jeopardy game for no more than 10 minutes. Students will be broken into two groups-one side of the classroom and the other side.

- Teacher will tell the groups to take 30 seconds to come up with a name for their group that has to do with what they just learned.
- Teacher will tell the students to look under their chairs and see who has a card with a brain on it, and that person will be the group spokesperson.
- Teacher will verbally give the instructions for the game. The Teacher will read aloud the categories. The groups will flip a brain and spinal cord card to see what group will go first. When it's each groups turn they must pick a category and an amount. As a group, students will decide on an answer and the spokesperson will tell the teacher in a "What is?" question format. If students get it right, they will get the point. If they do not, it will go to the other team. Students will play the game for 5-8 minutes. Everyone will get a treat.

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
1.1,2,3 Provide options for perception 3.3 Guide information processing	4.1 Provide varied ways to respond 5.3 Provide ways to scaffold practice and performance	8.3 Foster collaboration and communication 8.4 Increase mastery-oriented feedback

Independent Practice

- Teacher will give the students 5 minutes to write in their notebook as many things they learned in class.
- Teacher will instruct students that they should write the date on the top of the page and can complete the task in various ways such as writing a paragraph, drawing pictures and labeling the parts, or making bullet points with facts from what they learned.
- Teacher will walk around class and monitor as the students independently do their work.

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
3.2 Highlight critical features, big ideas, and relationships 3.4 Support memory and transfer	4.1 Provide varied ways to respond 5.1 Allow choices of media for communication	7.1 Increase individual choice and autonomy 8.2 Vary levels of challenge and support 9.3 Develop self assessment and reflection

Wrap-up

- Teacher will verbally instruct students to tell their partner one thing they learned and to listen carefully because the teacher might call on them to share what their partner told them.
- Teacher will randomly call on 2 students to share what their partner told them.

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
3.3 Guide information processing 3.4 Support memory and transfer	5.2 Provide appropriate tools for composition and problem solving 6.3 Facilitate managing information and resources	7.2 Enhance relevance, value and authenticity 8.3 Foster collaboration and communication

Assessment

Formative (Informal)

- During the introduction of the new knowledge and content, the teacher will assess by calling on students to tell them the words that are filled in the blank when the power point slide with the answers is not displayed

Summative (Formal)

- Teacher will use the completed worksheet from the introduction of the new knowledge and will use the notebook entry to evaluate and assess students learning of the content.

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
1.1 Customize the display of information 1.2 Provide alternatives for auditory information	4.1 Provide varied ways to respond 5.3 Provide ways to scaffold practice and performance	8.2 Vary levels of challenge and support 8.3 Foster collaboration and communication

Materials

- Bill Nye the Science Guy Clip from You Tube
- Whiteboard and whiteboard markers
- Power point presentation
- Worksheet complementary to presentation
- “Brain and Spinal Cord” cards
- Jeopardy visuals
- Candy
- Student Notebooks

UDL Lesson Plan

* I changed some of my ideas, but I originally planned this

Your task, along with the other people at your table, is to begin brainstorming ideas of what you're going to teach, step by step, in your lesson. And as you're brainstorming ideas of specific activities and instructional models you're going to be looking at the 3 ways UDL outlines various ways that you can incorporate flexibility in your lesson plan for diverse learners.

	Overview	What You're Actually Going to Teach
State Standards	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	7.2.12.12 NERVOUS
Lesson Goals – Outcomes	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	Understand brain is a part of CNS Know the 4 lobes & their functions
	Methods	
Anticipatory Set	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	video clip - Bill Nye
Introduction and model new knowledge	Student teacher completely yet concisely describes the new concept that will be the subject of the day's lesson	Power point with content Give handout w/ fill in blanks
Guided Practice	Student teacher model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	Brain models - pointing out what parts of the brain are what names
Independent Practice	Students in the class are provided with the opportunity to engage with the content independently.	Fill out handout given
Wrap Up	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	Make clear correct answers
Assessment of Student Learning – Formative and Summative	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	Relay exercise game
Materials	All materials are listed and clearly relate to the lesson.	Brain models, whiteboards, power point, video
Differentiated-Accommodation Strategies	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	


Microteaching UDL Lesson Plan

	Overview	UDL Checklist Areas – 3 areas	Accommodations	Multiple Intelligences
Lesson Overview	Lesson itemizes the basic elements of the lesson (title, author, subject, grade level)			
Unit Description	Student teacher provides a complete description of what the unit will entail, how long it will take and which UDL approaches are used.			
Lesson Description	Student teacher describes what will be taught in the lesson that day.			
State Standards	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).			
Unit Goals	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson over the course of the unit.			
Lesson Goals – Outcomes	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.			
	Methods			
Anticipatory Set	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	Provide or activate background knowledge Provide alternatives for visual info 1.3	Visual accommodations such as a physical model of the brain - video presentation	Visual / Spatial learners Verbal / Linguistic Musical
Introduction and model new knowledge	Student teacher completely yet concisely describes the new concept that will be the subject of the day's	2.1 Define vocab's Symbols 1.3 Provide alternatives for visual info	Visual power point Verbal - out loud instruction	Visual / Spatial Verbal / Linguistic


	lesson			
Guided Practice	Student teacher model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	4.2 Provide varied ways to interact with materials 8.3 Foster collaboration	visual accom- models of brain worksheet with fill in the blanks	visual/spatial interpersonal linguistic
Independent Practice	Student in the class are provided with the opportunity to engage with the content independently.	7.1 Increase individual choice & autonomy 3.2 Highlight critical features, big ideas	Choose how you want to reflect in interactive notebook	visual/spatial linguistic/verb
Wrap Up	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	3.3 Guide information processing 3.4 Support memory and transfer	Tell your partner one thing they learned	interpersonal learners
Assessment of Student Learning – Formative and Summative	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	9.3 Develop self-assessment and reflection 1.2 Provide alternatives for auditory information	Call on students to tell what their partner learned. Grade student's PP worksheet & reflection.	visual/spatial learners interpersonal learners
Materials	All materials are listed and clearly relate to the lesson.	3.3 Guide info processing 1.2 provide alternatives for visual info	- Jeopardy, hand out, video	visual/spatial musical linguistic
Differentiated-Accommodation Strategies	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	8.3 Foster collaboration 3.3 Guide information processing 3.4 Support memory and transfer	Connected-matched visuals w/ PP's H.O. visual/mathematical game to test content linguistic - write in notebook	interpersonal intrapersonal logical/math mathematical ↓

5TH GRADE SCIENCE
MS. PEELER'S CLASS
"What a Brain!"

• What systems of the human body can you name?




• What system of the body will we be talking about today?




THE CENTRAL NERVOUS SYSTEM

• The central nervous system is made up of your brain and spinal cord.




THE BRAIN

• The brain is the heaviest organ in your body.




THE BRAIN

• The brain is the boss of your body.



• It controls everything you do.

THE SPINAL CORD



• The spinal cord is the main pathway for the messages that leave the brain.

TOGETHER

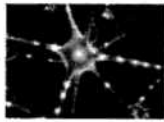
• Together the brain and spinal cord send out messages to your body.

• The brain and spinal cord are made up of special nerve cells.


NEURONS

• These special cells are called neurons.

What does the word neuron remind you of?



- Does it remind you of "Neutron"?
- Jimmy Neutron



- You have 30 seconds to make up a fun and crazy group name that relates to something we learned today!
- Ex: The Spicy Spinal Cords!

- Look under your chair to see if something is there!
- If you found something you are the group spokesperson!

- In your notebooks reflect on something you learned in today's class.
- You can write a paragraph, draw a picture and label with words, or do bullet points of facts you learned!

- Now turn to your neighbor and explain what you did in your notebook!
- Remember what your neighbor says because I might call on you to tell me!

Name _____

What a Brain!

1. The Central Nervous System is made up of your _____ and



_____.



2. The brain is the heaviest _____ in your body.

3. The _____ is the boss of your body.

4. The brain _____ everything you do.



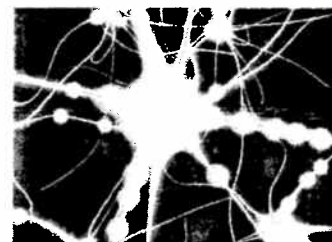
5. The spinal cord is the main _____ for information leaving the brain.

6. Together the brain and spinal cord send out _____ to your body.

7. The brain and spinal cord are made up of special _____.

8. The special nerve cells are called _____.

9. What does the word "neuron" remind you of?



● The Central Nervous System-What a Brain!

Teacher: Ms. Peeler

Grade: 5th

**Standard 4: Life and Environmental
Sciences: STRUCTURE AND
FUNCTION IN ORGANISMS:**

● **Understand the structures and
functions of living organisms and how
organisms can be compared
scientifically**

Benchmark: Describe the
structures of the human body
and how they work together to
sustain life.

●

Cardiovascular System
 Circulatory System
 Respiratory System
 Skeletal System
 Excretory System
~~Res~~ Immune System
 Digestive System
 Reproductive System
 NERVOUS SYSTEM

The BOSS

100

It controls everything you do

200

The brain is the heaviest one in your body

The Helpers

100

The

Long and skinny under the brain

special nerve cells that the brain & spinal cord are made up of

200

The System

100

Includes the brain & the spinal cord

200

Things that the brain & spinal cord send out to your body...

visuals

UDL accom-