

Micro-teaching Reflection Packet

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SPED 200

November 24, 2010

Micro-teaching Self Analysis

I really enjoyed doing this micro-teaching assignment. In all my other education classes, I have only been able to micro-teach 4-5 students. However, in this class I was able to teach the entire classroom and gain a better idea and feel of what it will be like teaching an entire classroom of students. This assignment was really fun and rewarding for me as I further my way to becoming a teacher.

Effective: After doing and viewing my micro-teaching lesson, I found that some of the effective aspects of my lesson were the anticipatory set. Looking at the feedback that I got from my peers, many said that my video clip (gymnastic video) and my food coloring demonstration was appropriate for stimulating their background knowledge and also helpful for introducing the topic (predictions) of what students will be learning. Activating student's background knowledge was one of the accommodations that I brought to this lesson.

Another effective aspect to my lesson was the guided practice portion. I wanted students to have many ways to learn and interact with the material as well as have varied ways to respond to it. In order to accomplish this, I showed different ways that predictions are used in everyday life. Students were able to practice making their own predictions about a book by looking at the title and pictures of the book as well as watch a cartoon video clip. This provided visuals for students who learn better visually and after this activity, students were able to see if their predictions were correct or not. In order to promote higher level thinking, I then had students think of ways that they have seen or used predictions in everyday life. The answers I got back

from the class were very good and I was happy to see that they were thinking and giving examples of correct ways predictions are used. This activity allowed students to interact and engage with one another and the feed back I got on it made me very happy. This activity also allowed students to see the relevance or value of making predictions because they were able to see and understand how they are used daily.

The last thing that was really effective about my lesson was the independent practice portion. Students made predictions on their own on objects that would either sink or float and as a group, students were able to test and see if their predictions were correct. On my feedback forms from peers, many of the students had fun with this activity and mentioned that this activity was engaging and liked that it was hands on.

Less Effective: The parts of my lesson that were less effective were perhaps my wrap up. For my wrap up, I had students share what their predictions were and their results from the independent practice activity with the class. Although it was fun to review as a class and discuss what went on, I feel like I could've added something more to make it more relevant to the students. I'm not sure what but I feel like it needed something more than just sharing their results to the class. Another thing that I should have enforced more in the class was the raising of hands. In my video I had many instances where I had students raise their hands so they could share their answer, thoughts ideas etc. and other times students would just say what's on their mind, which is fine, but to be fair to the rest of the class I should have constantly had them raise their hands.

Comments: My feedback from my peers made me really happy. I got so much positive feedback that it really put a smile to my face. Some of the things they said were that my lesson

was well planned, effective, enjoyable, and what really made me happy was almost everyone said that I explained and taught them the new concept really well. This made me really happy because my hard work paid off and I was able to help them to connect the dots. Almost everyone told me that they appreciated the many accommodations that I put in my lesson for it added to their learning. Another student wrote that they appreciated that I paused the cartoon video clip to explain what things were (piñata/skiing) so that everyone including multicultural students could understand the content of the video instead of just continuing and assuming that everyone already knew what those were. Reading all the positive feedback made me really happy and I really enjoyed reading it.

Overall: Overall I really enjoyed this assignment. Not only was I able to teach an entire class of students, but I really was able to get an idea of what it will be like to be an actual teacher. I think that I handled myself appropriately throughout the lesson as well as my students. I also saw the importance of having good classroom management and being as organized as possible for your lesson. Time can fly by so fast and the last thing you want to do as a teacher is waste it trying to organize and get the students settled or listening. I'm glad that I was organized and got my students to follow me throughout my lesson. Time was one of my biggest concerns because I was teaching a larger amount of students. In my other education classes, time was never an issue for my micro-teaching because I had only four students to teach. But to actually practice managing time for a full sized class was very valuable for me because I know as a future teacher; classroom and time management is a must and this experience allowed me to practice those skills. Overall I really enjoyed this experience and learned a lot from it. I really had fun with my students (peers) and I was happy with the end result of my lesson.

UDL Science Lesson Plan Predictions (2nd Grade)

Title: Predictions

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Subject: Science

Grade Level: 2nd

Unit Description: Students learn about predictions and will be able to make predictions in various ways.

Lesson Description for the Day: Students will learn about what predictions are, how they are used, and how to make their own predictions.

State Standard

Strand:		The Scientific Process	
Standard 1: The Scientific Process: SCIENTIFIC INVESTIGATION: Discover, invent, and investigate using the skills necessary to engage in the scientific process			
Topic:		Scientific Inquiry	
Benchmark SC.2.EE		Develop predictions based on observations	
Sample Performance Assessment (SPA):		The student: Makes predictions based on observations about the world around him or her.	
Rubric:			
Advanced:	Proficient:	Partially Proficient:	Novice:
Make logical predictions based on justified inferences from observations	Make predictions based on observations	With assistance, make predictions partially based on observations	Make inaccurate predictions or make predictions not based on observations

Goals

Unit Goals

- Students will be able to know, understand and explain what predictions are.
- Students will be able to make their own predictions by making observations, using information/prior knowledge.

Lesson Goals

- Students will be able to understand what predictions and make predictions using their observation skills and prior knowledge.

Instructional Methods

Anticipatory Set

- When students come into class, they will be placed in groups. Teacher will have students watch a short video clip on a gymnast doing front and back flips and pause video before gymnast lands. Teacher will then ask students what will happen next? (ex: falls, lands it etc.) Teacher will also do a short food coloring demonstration with a cup of water and blue dye. Teacher will ask students what will happen if blue food coloring is added to the water.
- Students will have to guess (predict) what will happen next based on their observation and prior knowledge.
- After teacher will finish playing the video clip and put blue food coloring in water cup. From there students can see if their prediction was right or not.

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. 8.2- Vary levels of challenge or support	4.1- Provide vary ways to respond to material	

Introduce and Model New Knowledge

- After playing the short movie clip and doing the food coloring demonstration, teacher will explain to students that they just made a prediction.
- Teacher will introduce what a prediction is, the definition, how it works, and ways we can use it.

Recognition "What?" Multiple means of Representation	Strategic "How?" Multiple means of Action and Expression	Affective "Why?" Multiple means of Engagement
2.1- Define vocabulary and symbols 1.3- provide alternatives for visual information 3.1- provide or activate background knowledge	4.1.-provide vary ways to respond to the material	3.3- guide information processing

Guided Practice

- Students will practice different ways on how we can use and make predictions. (Picture Book, cartoon movie clip)
- Teacher will have class make predictions on a book by looking at only the title and the pictures. Students will discuss with their group what they think the book is about based on the title and what they saw. After teacher will read the story to the class so students can see if there predictions were correct.
- A short movie clip will also be played where students can make predictions on what they think will happen next based on what they see, their own observations or prior knowledge.
- Because of the diversity in the classroom, teacher will explain what some things are in the video so that all students know what the movie clip is about and can make a prediction about it. (ex: piñata, skiing etc.)
- Students will see how predictions are used everyday and will discuss with their groups one way that predictions are used in everyday life? (ex: when watching a scary movie, you predict something scary is going to happen when things are quiet, or the music gets suspenseful.)

Recognition "What?" Multiple means of Representation	Strategic "How?" Multiple means of Action and Expression	Affective "Why?" Multiple means of Engagement
4.2- Provide vary ways to interact with material 3.1- provide or activate background knowledge	3.3- Guid information processing 4.1- Provide vary ways to respond 4.3- integrate assistive technologies	7.2- Enhance relevance, value, and authenticity

Independent Practice

- In their groups, students will be able to make their own scientific predictions.
- Students will be given a bunch of objects and a container of water. Using what they have learned on how to make predictions, student will write on their prediction worksheet what objects they think will sink or float. (Students can touch, look at object etc. to help make their predictions.)

- Teacher will demonstrate how activity will be done so no confusion occurs.
- After students write down their predictions, students will place object one by one in the water to test and see if their prediction was correct or not.

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
4.2- provide vary ways to interact with material 3.1-provide or activate background knowledge 8.2- vary levels of challenge and support	5.3- provide ways to scaffold practice and performance 6.1-Guide effective goal setting	7.2 increase individual choice and autonomy

Wrap-up

- Have students share some of their predictions to the class

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
4.1-provide vary ways to respond to material		8.3-Foster collaboration and communication

Assessment

Formative (Informal)

- Have students share their predictions with the class
- Have students write down and discuss as a group one way we use predictions in everyday life.

Summative (Formal)

- Students will be given a short handout (quiz) where they must make a prediction using what they learned, to accurately predict what will happen. (sink or float?, what will happen next in this picture? Etc.)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement
9.3-Develop self-assessment and reflection 3.1- provide or activate background knowledge	8.2- Vary levels of challenge and support	7.1-increase individual choice and autonomy

Materials: Containers of water, objects to sink and float, paper, pencil

WELCOME CLASS!!!

- You won't be needing anything on your desk except something to write with so place all personal belongings in your cubbies☺ (*pretend the ground is your cubby so put your things on the ground*)
- Do not touch** any of the objects in front of you until I say so.


???????

<http://www.youtube.com/watch?v=iD8xkHrF5tQ>

Prediction!!!

Definition


- tell in advance, foretell
- Make a guess about what's going to happen next before it happens.
- based on something you already know
- Observation



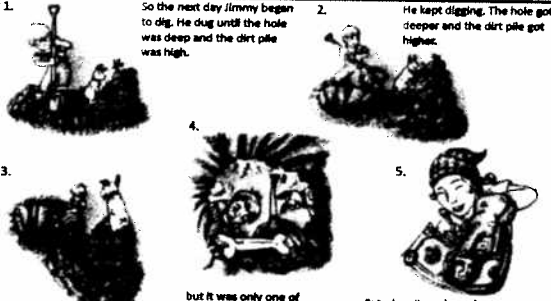
How you can make Predictions

- Book
- Looking at the title and the pictures.

Pirate's Treasure
Written by Carol Moore
Illustrated by Aura Moser



"Ten steps from the porch and twenty steps from the rose bushes," growled Bluebeard in Jimmy's dream one night. "There be treasure there! Aarrgh."



- So the next day Jimmy began to dig. He dug until the hole was deep and the dirt pile was high.
- He kept digging. The hole got deeper and the dirt pile got higher.
- He dug until the hole was at its deepest. He sighed. "I'm too tired. I can't dig anymore." Then he spied something...
- but it was only one of Woody's bones. Instead of treasure, all Jimmy had was a dog bone, a hole, and a big pile of dirt to fill it in with. He thought "That pirate lied to me!"
- But when Jimmy's mother saw what he had done, she clapped her hands and smiled a smile from here to Sunday. "Oh, thank you, Jimmy. I always wanted a rose bush planted just there. Here's \$5.00 for digging that hole."

Cartoon

- Video
- <http://www.youtube.com/watch?v=IrkRx3UzMCg&feature=related>

Predictions are used all the time!

What are some ways you use predictions or see predictions being used???

Your Turn!!!

Sink or Float?

Step 1. Write and list all five objects on your desk under the Item column.
 Step 2. Make a prediction and write down which items do you think will float and which items you think will sink and why? (You can observe, touch and feel objects to help you make your predictions. Also use your prior knowledge.)
 Step 3. Test and see if your prediction was correct by placing them into the water and recording your results. If your prediction was incorrect, think about why your prediction did not go as you predicted and write it down. You may discuss with your group about it.

Item	Float	Sink	Was your prediction Correct or Incorrect? Why?

GREAT JOB !!!

Name: _____

Sink or Float?

Step 1: Write and list all five objects on your desk under the item column.

Step 2: Make a prediction and write down which items do you think will float and which items you think will sink and why? *(you can observe, touch and feel objects to help you make your predictions. Also use your prior knowledge) ☺*

Step 3: Test and see if your prediction was correct by placing item into the water and recording your results. If your prediction was incorrect, think about why your prediction did not go as you predicted and write it down. You may discuss with your group about it.

Item	Float	Sink	Was your prediction Correct or Incorrect? Why?

Name: _____

Quiz

- 1.) What is a prediction?
- A.) A type of food people eat in Hawaii
 - B.) A guess, to tell in advance before it happens
 - C.) Pictures in a book

- 2.) Predict which object is most likely to sink?

A.) Q tip

B.) Rock

C.) Leaf



- 3.) Cartoon: Predict what will most likely happen next in this picture? The man will...

- A.) Fly away
- B.) Get wet
- C.) Go to sleep



- 4.) You are not sure if today is a good day to go to the beach. What can you do to predict if it will be a good day to go to the beach or not without looking at the weather channel? Write at 3 or more sentences.

UDL Lesson Plan

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).	standard 1. Discover, invent, & investigate using the skills necessary to engage in the "scientific Process"
Lesson Goals – Outcomes	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	Develop Predictions based on observations.
	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.	Bring in some object for students to observe and guess what it is, what its going to do etc. (demonstration)
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 introducing what a prediction is. How it works etc.
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.	Do some predictions as a class or in groups, using different objects for students to work with. (share as a class)
Independent Practice	Students in the class are provided with the opportunity to engage with the content independently.	Handout with questions that students will make their own predictions on. (objects float/sink?) (share w/class)
Wrap Up	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	Wrap up final points of prediction (share predictions w/class or in groups)
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)	Quiz, handout. Answer? Using the skills they have learned for making predictions, students will predict why or what an object will do. and leave their answer with me.
Materials	All materials are listed and clearly relate to the lesson.	paper, pencil, objects used for predictions.
Differentiated-Accommodation Strategies	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	preferential seating, visual for those who learn visually, hands on activities to keep students engaged.

UDL Guidelines – Educator Checklist

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	Your notes
I.	
1. <u>Provide options for perception:</u>	
1.1 <u>Customize the display of information</u>	
1.2 <u>Provide alternatives for auditory information</u>	
1.3 <u>Provide alternatives for visual information</u>	
2. <u>Provide options for language and symbols:</u>	
2.1 <u>Define vocabulary and symbols</u>	
2.2 <u>Clarify syntax and structure</u>	
2.3 <u>Decode text and mathematical notation</u>	
2.4 <u>Promote cross-linguistic understanding</u>	
2.5 <u>Illustrate key concepts non-linguistically</u> , <i>bumay</i>	
3. <u>Provide options for comprehension:</u>	
3.1 <u>Provide or activate background knowledge</u>	
3.2 <u>Highlight critical features, big ideas, and relationships</u>	
3.3 <u>Guide information processing</u>	
3.4 <u>Support memory and transfer</u>	

II.	Your notes
4. <u>Provide options for physical actions:</u>	
4.1 <u>Provide varied ways to respond</u>	
4.2 <u>Provide varied ways to interact with materials</u>	
4.3 <u>Integrate assistive technologies</u>	
5. <u>Provide options for expressive skills and fluency:</u>	
5.1 <u>Allow choices of media for communication</u>	
5.2 <u>Provide appropriate tools for composition and problem solving</u>	
5.3 <u>Provide ways to scaffold practice and performance</u>	
6. <u>Provide options for executive functions:</u>	
6.1 <u>Guide effective goal setting</u>	
6.2 <u>Support planning and strategy development</u>	
6.3 <u>Facilitate managing information and resources</u>	
6.4 <u>Enhance capacity for monitoring progress</u>	

III.	Your notes
7. <u>Provide options for recruiting interest:</u>	
7.1 <u>Increase individual choice and autonomy</u>	
7.2 <u>Enhance relevance, value, and authenticity</u>	
7.3 <u>Reduce threats and distractions</u>	
8. <u>Provide options for sustaining effort and persistence:</u>	
8.1 <u>Heighten salience of goals and objectives</u>	
8.2 <u>Vary levels of challenge and support</u>	
8.3 <u>Foster collaboration and communication</u>	
8.4 <u>Increase mastery-oriented feedback</u>	
9. <u>Provide options for self-regulation:</u>	
9.1 <u>Guide personal goal-setting and expectations</u>	
9.2 <u>Scaffold coping skills and strategies</u>	
9.3 <u>Develop self-assessment and reflection</u>	

Microteaching UDL Lesson Plan

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	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.	*Guide personal goal-setting & expectations		
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 vary ways to respond to materials.		visual
Introduction and model new knowledge	Student teacher completely yet concisely describes the new concept that will be the subject of the day's	*Highlight critical features, big ideas, & relationships. * provide activate background knowledge.	*Define accommodations	

	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.	<ul style="list-style-type: none"> * provide vary ways to interact w/materials * Guide personal goal setting & expectations. 	<ul style="list-style-type: none"> * activate background knowledge * high to information processing * enhance relevance 	<ul style="list-style-type: none"> visuals movie, sound
Independent Practice	Student in the class are provided with the opportunity to engage with the content independently.	* vary level of challenge & support		explanation/handouts
Wrap Up	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	<ul style="list-style-type: none"> - provide ways to respond. * activate knowledge - interact w/material 	<ul style="list-style-type: none"> - provide ways to scaffold practice & performance. 	
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)	<ul style="list-style-type: none"> - Vary levels of challenge & support. increase mastery-oriented feedback. 	<ul style="list-style-type: none"> - Develop self-assessment 	
Materials	All materials are listed and clearly relate to the lesson.			
Differentiated-Accommodation Strategies	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	<ul style="list-style-type: none"> - provide alternatives for auditory information. - provide alternatives for visual information. 		