Clinical 3 and ST Objective and Contextual Planning Sheet

Name: _____   Date: _____

School: _____   Cooperating Teacher: _____

Grade: _____   Subject: _____

Sources Used for Planning:

Pre-Instructional Planning

State Content Standard:

Objectives

General Instruction/<u>Big Idea</u>:

Cognitive (ABCD):

Academic Language Objective:

Content Vocab (Brick words) and Academic/Educational Vocab and Language Forms (Mortar Words):

Language demands of Students (what ways will students use AL in participating in the classroom – ie. Reading, writing, listening, speaking, representing, etc.?)

AL supports provided for students throughout the learning sequence:

Materials Needed:

Differentiation for Levels and Learning Styles:

Provision for Special Needs:

Room Arrangement/Distribution of Materials/Rationale for Grouping:

Saxon Math Lesson Implementation

Review Procedures:

Correcting Homework/Seatwork Procedures:

Instructional Sequence:

TIME	LESSON STEP	STRATEGY/DESCRIPTION/LEARNING ACTIVITY	PURPOSE
	Anticipatory Set		
	Meaning and Purpose (presented to students)		
	Information		
	Modeling		

	Guided Practice		
	Assessment Of Skills Taught and Learned in THIS lesson (Saxon often has a lesson HW assignment that is a review of previous learning – you need to assess what the students learned in this learning sequence also)		
	Closure		

Assignment of Homework Routines:

Post-Instructional Evaluation Reflection

1. List strategies for active participation and where they were implemented in the lesson. What did you learn from these?

2. How effective were your AL supports in helping students succeed in the learning task? What modifications in your AL supports would you implement if you were to teach this lesson again?

3. How effective were your differentiation strategies? What modifications would you make to better meet the needs of varied levels and learning styles if you were to teach this lesson again?

4. Discuss the students' performance of the objectives by doing/answering the following:
    a. Provide quantitative data on student performance.

    b. What trends did you notice by analyzing this data?

    c. How can you (or your cooperating teacher) use this data for the next step in the learning process?

5. What was your favorite part of the lesson?   Why?

6. How can you improve this lesson?