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EDUC 411, Section: 002

IPIR – Instructional Planning, Implementation, and Reflection *(with edTPA Preparation)*

Part A: Context for Learning:

About the School Where You Are Teaching

1. In what type of school do you teach? *(Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)*

Elementary school: _____

Middle school: _____

High School: _____

Other: (please describe): X

Hutcherson ELC (PreK)

2. Where is the school where you are teaching located? *(Type an "X" next to the appropriate description.)*

City: _____

Suburb: X

Town: _____

Rural: _____

3. List any special features of your school or classroom setting (e.g., *charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher*) that will affect your teaching in this learning segment.

[Co-teacher/classroom aide, leveled small group instruction for parts of the lessonsw]

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[N/A]

About the Class Featured in this Learning Segment

5. Is there any ability grouping or tracking in the class? If so, please describe how it affects your class.

[N/A]

6. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for instruction in this class.

[Classroom library]

About the Students in the Class Featured in this Learning Segment

7. Grade level(s):

[Pre-Kindergarten]

8. Number of

- students in the class: 16
- males: 10 females: 6

9. Supporting students with special needs (this includes an explicit and specific description of how you will implement accommodations/ modifications required by IEPs/504 Plans and other ways that you will address diverse student needs):

IEP/504
None Known

ELL
None

Other
None Known

See differentiation section for explicit and specific description of implementation

Part B: Planning:

DAILY LESSON PLAN TEMPLATE

Preliminary Information	
Created by: Isaiah Quigley	Date developed: 02/26/18-03/09/18
Subject / Topic: Scientific Investigation, Reasoning, and Logic	Date of lesson: TBD
Grade Level: PreK Number of students: 16	Learning Segment Theme: The Five Senses
Where in the learning segment does this lesson occur? (Beginning, middle, or end?): Middle	Structure(s) or grouping for the lesson (Select all that apply) Whole class, small group, 1:1: Other (specify): Whole Class, small group
Any other information that you know about the context, including diversity among the students: There are more male students than female students. The class is predominantly AA with some Caucasian students and a few other minority students.	
Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials): IP worksheets, book on taste,	
1. What are your goals for student learning and why are they appropriate for these students at this time?	
Big Idea or Concept Being Taught - - CENTRAL FOCUS	
The Five Senses: Taste	
Rationale/Context for Learning - - JUSTIFICATION FOR YOUR PLANS (Why this lesson at this time, for this group of learners? How does it connect to previous learning or succeeding lessons?)	
The students have begun to study the five senses, beginning with a small group lesson which I taught. The sense of taste will be studied in greater detail at this stage.	

/Prior Knowledge and Conceptions	
(What knowledge, skills and/or academic language must students already know to be successful with this lesson?)	
Prior knowledge: The five senses, definition of tasting Prior skills: Counting Prior academic language: Sense, taste	
Content Standards	
State National	
State: VSFB.1.a Use the five senses to explore and investigate the natural world National: N/A	
Learning Objective(s)	
(These must be behavioral & measurable.) STATEMENTS OF WHAT STUDENTS WILL <u>KNOW</u>, <u>UNDERSTAND</u>, AND <u>BE ABLE TO DO</u> AT THE END OF THE LESSON (consider all three domains) – Include condition, performance, criterion	
Given images of four different foods, students will be able to identify each food as being sweet, salty, bitter, or sour getting 4/4 correct.	
Academic Language Demands	
Identify the language demand(s) - Identify language support(s)	
Language Demands: The students will need to know what the five senses are and, more specifically, what tasting is as well as the terms sour, salty, bitter, and sweet.	
Language Supports: The students will learn the academic language mentioned above in previous lessons. Most of them already know about the five senses from daily experience. They know what part of the body is used for each sense and some already know the difference between sweet, salty, etc.	
LU SOE Specific Lesson Requirements	
Character Education: Trying new things will be incorporated as students may encounter foods they have not tried before.	
TCA Alignment: 1. Professional Knowledge – I am knowledgeable of the content which I am teaching 2. Instructional Planning – I have planned this lesson and have given myself enough time to adequately plan and prepare for this lesson. 3. Instructional Delivery – This lesson will be delivered in a clear manner using language appropriate to the student's level of understanding. 4. Assessment of and for Student Learning – The students will be formatively assessed during the lesson within their small groups and will be given a brief independent practice which will serve as a summative assessment at the end of the lesson. 5. Learning Environment – The students' learning environment will be their PreK classroom which has been set up in an appropriate way to facilitate learning. 6. Professionalism – I will be dressed professionally and will behave professionally. 7. Student Academic Progress – Student academic progress is being tracked by the host teacher. Social Responsibility – I believe that my students can learn as all students can.	

Commitment – I am committed to my students. The students will be my primary focus for the entire time I am teaching.
Reflection – I will be turning in a reflection on my lesson.
Integrity – I have not and will not violate any ethical or legal concerns.
Professionalism – See TCA.6 above.

Fine Arts Integration

Song about the 5 senses. Students will be encouraged to dance to it, and I will provide motions to go along with it.

2. How will you know and document students' progress towards meeting your learning objectives?

Evidence and Assessment of Student Learning

(How will you know whether students are meeting your learning objectives? What tools will you use to measure their progress? How will you provide feedback to promote student learning?)

Diagnostic/pre-assessment(s):

The students will be informally assessed at the start of the lesson. I will ask them to name sweet, salty, bitter, or sour foods or ask what certain foods taste like.

Formative assessment(s)/feedback to learners:

Students will be assessed by their small group teachers throughout the lesson.

Summative assessment(s):

See independent practice below.

Expectations for Student Learning - - STANDARDS & CRITERIA

(Describe in detail the following levels of student performance. What will students' work look like when it exceeds expectations? When it meets expectations? When it falls below expectations? How will you communicate these expectations to students? Provide any rubrics you will use.)

Exceeds expectations:

Students who display prior knowledge of tasting and can accurately name the tastes of each food before tasting them will exceed expectations.

Meets expectations:

Students who meet the objective of 4/4 correct on the summative assessment will meet expectations.

Below expectations:

Students who do not meet the objective of 4/4 correct on the summative assessment will meet expectations.

These expectations will be communicated informally by telling them what a good job they did or by leading them to the correct answer through discussion.

3. How will you support students to meet your goals? Describe EXPLICITLY what you will do!

BEGINNING: Launch/Hook/Anticipatory Set

(How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?)

I will teach students a song about the five senses to get them engaged. This lesson may take place shortly after their nap, so this will also help them to wake up more fully.

MIDDLE: Instructional Strategies to Facilitate Student Learning

(For example: How will you engage students with ideas/texts to develop understandings? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning...for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? **Detail your plan.** Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson – with the correct answers.)

Instruction / Modeling:

1. I will begin by reading a book or portion of book about taste and the variety of tastes that exist (sweet, sour, salty, bitter).
2. I will have the mirror in the classroom available at the carpet. I will have students take turn looking at their tongues in the mirror. I will ask them what they notice about their tongues. I will guide them towards their taste buds. I will explain that these bumps, called taste buds, are what let us taste things. These taste buds tell us if things are sweet, salty, bitter, or sour*.
3. I will then ask students if they have eaten a food (i.e. a lemon) and have them make a face to show what it tasted like (i.e. scrunch up your face). I will then define that taste (i.e. sour). I will do this for all four tastes.
4. After explaining what each of these things is, we will move into small groups for guided/independent practice.

Guided Practice:

Guided practice will take place in small groups. Each student will be given four foods to try (tentative list): a lemon wedge (sour), milk chocolate (sweet), kale (bitter), and a potato chip (salty). Students will be asked to identify each food by taste. They will match each food to an emoji face representing taste.

Independent Practice:

The student will be given a paper with images of foods. They will need to circle in each section which is the correct food for the taste.

For example, the direction (which will be read to the students) for one section might read “circle the sweet food” followed by pictures of a lemon and an apple.

*What about spicy? Spicy is technically not a taste. The heat of “spicy” foods is a result of our bodies reacting to capsaicin, a naturally occurring chemical which causes irritation. Technically, it is not a taste.

END: Closure

(How will you end the lesson in a way that promotes student learning and retention?)

I will have students at each small group tell their small group leader their favorite food and whether it is sweet, salty, bitter, or sour.

Differentiation/Extension

(How will you provide successful access to the key concepts by all the students at their ability levels?)

Supporting students with special needs (this includes an explicit and specific description of how you will implement accommodations/modifications required by IEPs/504 Plans and other ways that you will address diverse student needs):

LD – These students should not have a problem with this lesson, because the use of a story as well as the hands on activity to teach the topic will be beneficial to these students.

ADHD – These students are given the opportunity to move around during the hook. We also will be in whole group very briefly while I teach them the words for taste. When we move to small groups, there will be hands on activities which will help any ADHD students.

ELL – Taste is uniform across culture and language. Teaching the words for the tastes in such a real way will help ELLs remember such words.

Challenging above-average students:

Above average students can be challenged by my asking students about foods with more than one taste (i.e. certain candies are both sour and sweet).

Facilitating a classroom environment that supports student learning:

The classroom is set up by the host teacher and is set up in a way which is conducive to student learning. Small groups for GP and IP gives students a much better teacher/student ratio of 1:5 most days since there will be three teachers in the classroom (host teacher, co-teacher, and myself).

Extension:

If there is extra time, students can color in the worksheet.

What Ifs

(Be proactive – Consider what might not go as planned with the lesson. What will you do about it?)

What if students...are disruptive or unwilling to learn?

There are several ways to bring disruptive students back under control. For example, the students can lose certain privileges at recess or can be restricted to certain areas of the classroom when playing inside, so I can threaten to take away these privileges unless they pay attention. I can also remind them of the classroom rules.

What if students cannot...identify previous information or are lacking prior knowledge?

I will briefly remind students of that previous information during the lesson or ask questions with that knowledge as the answer and have other students answer.

References

(Cite all sources used in the development of this lesson including URLs or other references)

Most of this lesson was original. The idea was inspired by my 2nd/3rd grade teacher who taught us taste using a similar lesson.

The citation of the book used will appear here after being selected.