

SAN DIEGUITO ACADEMY BIOLOGY LESSON PLAN

Due _____

Information for you:

Student Teacher(s) (your name): _____ Date: _____

Adult supervisor (parent/adult): _____

Grade level(s) of the individuals you are teaching. You must have a minimum of 8 individuals:

Adult's Contact Information:

Phone Number: _____

Email: _____

Requirements of Lesson Plan:

- You must meet once before your lesson date with the adult to discuss and plan your activity and lesson. This will also give you an opportunity to ask questions about equipment/facilities, rules, supplies, and how long your lesson will take
- You will need to write a formal lesson plan which will be turned in on the due date. The format will need to be followed to get full credit. You will turn in one to me and the other to the class' teacher.
- You will need to have evidence of your lesson plan which can be in one of two forms: either a **video** of your lesson **or pictures taken and made into a scrapbook.**
- You will need to collect samples of student work
- You will need a tangible project or artifact to aid your lesson.

Formal Lesson Plan Format:

I. Background Info

- The content that you will teach.
- This will include any information that will be needed to understand and perform your lesson. This will probably go above and beyond what you will present to the audience. 4 pages, double spaced, typed, MLA citation. This will also include the audience that this lesson will be taught to: age, number of students, and any specific modifications that would necessary if the students had any disabilities, language barriers or anything of the sort. Please include a **bibliography** in the correct format on the resources that you used for this lesson.

II. Objectives

- This is the section where you tell me why what you hope to achieve at the end of the lesson. You must be specific in this section...it is not enough to say that "you want them *know* the solar system." It must be a tangible objective that you can actually see that it was achieved. A better objective would be that "you want the students to be able to tell you the order of the planets in our solar system and one fact about each planet." That is an objective you can test and make sure it happens.
- In this section you must also state which California State Standards are being covered by your lesson. You can reference these at: <http://www.cde.ca.gov/re/pn/fd/documents/sci-stnd.pdf> Make sure you choose the appropriate grade level for the standards you wish to cover.

III. Anticipatory Set

This is your beginning activity. It is not your main activity, but what will eventually lead you into your main lesson. This could be something like a warm-up, an activity that makes the students think, a brainstorming session, a cool demo, etc. The goal of this beginning activity is to **hook** the students and get them wanting to do your main lesson. This could also be to see how much knowledge the students have already on the topic of your lesson. This anticipatory set does not need to be hands on for the students...it would be nice if it was, but it is not necessary.

IV. Main Lesson

This is the section that you outline in detail what both you and your students will be doing during the lesson. In other words, script out what you will say. I.e. "The body is made up of several systems. Today I will talk about the skeletal system. There is the axial and the appendicular skeletal system..." You must also include the time in which you expect each part of the lesson to take place. This section must be very detailed so that if anyone was to pick up your lesson, they would be able to do the same exact thing that you intended to do. A chart format would be very helpful...one like this:

Time for activity	Detailed Outlined Script -Storyboard acceptable- (WHAT YOU DO?)	Student tasks (WHAT THEY DO?)

You would list each part of the lesson and how much time it would take...List what you would do and what the students will doing during that time.

Notes for Main Lesson

- You must deliver content.
- You must have a **Hands-On activity**. Include the procedures and the needed materials for your activity in the Lesson Plan,. A handout that students fill in during the lecture **does not count**. Rather, a lab or an activity where students are manipulating materials is a hands-on activity.
- You will also need to have an **assessment** that will show you that the students know the material that you just taught them. This can be formal (like a test, quiz, worksheet) or it could be informal (like a game, or an activity or you asking them questions verbally). Either way, there must be one in your lesson.

V. Teacher Observation Grade Sheet

- On the other side of the biology teacher grade sheet.

VI. Reflection

This is where you will need to think back on your teaching experience and reflect on your lesson and your effect on the students. Your prompts are (2 page minimum):

- Give your overall impression of the entire lesson plan experience
- What were some things that you think you did well?
- What were some things that you think you could have improved upon?
- How do you know they **understand** the information you presented?
- After being a teacher for a day, what do you think about the teaching profession now?
- Any other thoughts that comes to mind?