

Artifact Reflection

Title: English/Language Arts Lesson Plan

Date Completed: Spring 2016

Description: This artifact is a Co-Taught 6th grade English/Language Arts daily lesson plan working on the figurative language skill of Idioms.

Alignment:

Wisconsin Teacher Standard Alignment:

Standard 4-Instructional Strategies: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.

This lesson plan shows throughout the lesson, students use a variety of instructional strategies including technology by watching Youtube short videos on the definition and examples of idioms. We also note how we will assess their understanding or grasping of the new concept. From there we have groups assigned to each teacher to work on small group instruction for review, re-teaching, or guided practice.

UW-Platteville School of Education Knowledge, Skill, and Disposition Statement Alignment:

KS1.d. DEMONSTRATES KNOWLEDGE OF RESOURCES-The candidate actively seeks materials and resources to enhance instruction by utilizing school and district resources as well as other resources available outside the school/district.

During the lesson, students use a variety of technology to enhance their instruction. They use a Smartboard and Chromebooks to practice, review, and complete assignment.

Secondary KSDs:

KS3.b. USES QUESTIONING AND DISCUSSION TECHNIQUES-The candidate's questioning techniques and instructional strategies are of uniformly high quality with special attention given to available time for student response, varied levels of questions, and adequate student involvement in the discussion/instructional process.

Reflection:

What have I learned about teaching/learning?

Through this experience, I learned that it was important to use multiple teaching strategies in lesson especially technology when applicable.

What have I learned about myself as an educator?

I learned that I am flexible in my instruction. Even though we had a detailed lesson, that we used student feedback to drive the instruction, which wasn't everything we originally planned for, but it turned out even better because student's had input and independence in their learning.