

Candidate's Name: **Domonique Ragni**

Mount Saint Mary College  
Newburgh, New York 12550

Course: **ED 2601**

Grade Level: **3<sup>rd</sup> garde**

If applicable, circle relevant student population in the intended field experience: **disabilities high need ELL**

Circle predominant NYS Standard addressed: ELA1 ELA2 ELA3 ELA4 MST1 MST2 MST3 **MST4** MST5 MST6 MST7 SS1 SS2 SS3 SS4 SS5 LOE1 LOE2 Other \_\_\_\_\_

Teaching Strategy Used; **Direct Instruction**

**Planning and Preparation: Lesson Plan Rubric**

<i>Elements</i>	<b>Not Met 0</b>	<b>Partially Met* 1</b>	<b>Met 2</b>	<b>Exceeds* 3</b>
<b>I. Goals, Standards and Objectives</b>				
<b>1. Goals</b>  <i>Score: <u>2</u></i>	Goals(s) are <ul style="list-style-type: none"> <li>missing.</li> <li>inappropriate for the intended pupils.</li> </ul>	Goal(s) <ul style="list-style-type: none"> <li>are written in correct form.</li> <li>are appropriate for intended students.</li> <li>do not cover the topic adequately.</li> </ul>	Goal(s) <ul style="list-style-type: none"> <li>are written in correct form.</li> <li>are appropriate for intended students.</li> <li>cover the topic adequately.</li> </ul>	Goal(s) <ul style="list-style-type: none"> <li>are written in correct form.</li> <li>are appropriate for intended students.</li> <li>cover the topic adequately.</li> <li>cover a variety of concepts, skills, and attitudes across disciplines.</li> </ul>
<b>2. Objectives</b>  <i>Score: <u>2</u></i>	Objectives are not included.	Objective(s) <ul style="list-style-type: none"> <li>do not include the three required components</li> <li>are not connected to goals</li> <li>do not cover the goals adequately</li> </ul>	Objective(s) <ul style="list-style-type: none"> <li>include the three required components</li> <li>are connected to goals</li> <li>cover the goals adequately</li> </ul>	Objective(s) <ul style="list-style-type: none"> <li>include the three required components.</li> <li>are connected to goals.</li> <li>cover the goals adequately.</li> <li>incorporate different learning domains or levels of thinking.</li> </ul>
<b>3. Standards</b>  <i>Score: <u>2</u></i>	No reference is made to state or national standards.	Goals <ul style="list-style-type: none"> <li>reference state standards only.</li> <li>do not reference national standards.</li> <li>do not include relevant performance indicators.</li> </ul>	Goals <ul style="list-style-type: none"> <li>reference state standards.</li> <li>reference national standards.</li> <li>include relevant performance indicators.</li> </ul>	Goals <ul style="list-style-type: none"> <li>reference state standards.</li> <li>reference national standards.</li> <li>include relevant performance indicators.</li> <li>reference relevant cross-disciplinary standards and performance indicators.</li> </ul>

<b>II. Materials/Resources</b>				
<b>4. Materials/</b>	Materials or resources are not stated.	Materials or resources are <ul style="list-style-type: none"> <li>• listed.</li> <li>• inappropriate or incomplete for goals and objectives.</li> <li>• not adequate for the highly able learners.</li> <li>• not adequate for the less able learners.</li> <li>• not adequate for the social and cultural characteristics of the learners.</li> </ul>	Materials or resources are <ul style="list-style-type: none"> <li>• listed.</li> <li>• appropriate and sufficient for goals and objectives.</li> <li>• adequate for the highly able learners.</li> <li>• adequate for the less able learners.</li> <li>• adequate for the social and cultural characteristics of the learners.</li> <li>• limited to the teacher's manual.</li> </ul>	Materials or resources are <ul style="list-style-type: none"> <li>• listed.</li> <li>• appropriate and sufficient for goals and objectives.</li> <li>• adequate for the highly able learners.</li> <li>• adequate for the less able learners.</li> <li>• adequate for the social and cultural characteristics of the learners.</li> <li>• go beyond the teacher's manual.</li> </ul>
<b>5. Use of Electronic Technology in Teaching</b>  <i>Score: __3__</i>	Use of electronic technology is not included.	Use of electronic technology is <ul style="list-style-type: none"> <li>• planned even if not usable in the field site.</li> <li>• not appropriate for the goals and objectives.</li> </ul>	Use of electronic technology is <ul style="list-style-type: none"> <li>• planned even if not usable in the field site.</li> <li>• appropriate for the goals and objectives.</li> <li>• described clearly enough to be implemented by others.</li> </ul>	Use of electronic technology <ul style="list-style-type: none"> <li>• is planned even if not usable in the field site.</li> <li>• is appropriate for the goals and objectives.</li> <li>• is described clearly enough to be implemented by others.</li> <li>• enables students to engage in learning which would not be possible without the use of technology.</li> </ul>
<b>III. Teaching and Learning Strategies</b>				
<b>6. Introduction</b>  <i>Score: __3__</i>	There is no opening or focusing event planned.	An opening or focusing event is <ul style="list-style-type: none"> <li>• planned.</li> <li>• too general to be carried out by another teacher.</li> </ul>	An opening or focusing event is <ul style="list-style-type: none"> <li>• planned.</li> <li>• specific enough to be carried out by another teacher.</li> </ul>	An opening or focusing event is <ul style="list-style-type: none"> <li>• planned.</li> <li>• specific enough to be carried out by another teacher.</li> <li>• highly engaging and motivating.</li> </ul>
<b>7. Development</b>  <i>Score: _2__</i>	The instructional strategy used is <ul style="list-style-type: none"> <li>• not named.</li> <li>• too vague.</li> </ul> (continued)	The instructional strategy used <ul style="list-style-type: none"> <li>• is named.</li> <li>• matches lesson objectives.</li> <li>• includes most parts necessary for the named strategy.</li> </ul>	The instructional strategy used <ul style="list-style-type: none"> <li>• is named.</li> <li>• matches lesson objectives.</li> <li>• includes all parts necessary for the named strategy.</li> <li>• is specific and complete.</li> </ul>	The instructional strategy used <ul style="list-style-type: none"> <li>• is named.</li> <li>• matches lesson objectives.</li> <li>• includes all parts necessary for the named strategy.</li> <li>• is comprehensive and engaging.</li> <li>• is highly tailored to intended</li> </ul>

	<p>The strategy and examples used do not</p> <ul style="list-style-type: none"> <li>• show adequate knowledge of content to be taught.</li> <li>• assist students in recognizing unifying concepts.</li> <li>• assist students in expanding their understanding of schemata within the topic.</li> </ul>	<p>The strategy and examples used</p> <ul style="list-style-type: none"> <li>• show minimal knowledge of content to be taught.</li> <li>• minimally assist students in recognizing unifying concepts.</li> <li>• minimally assist students in expanding their understanding of schemata within the topic.</li> </ul>	<p>The strategy and examples used</p> <ul style="list-style-type: none"> <li>• show adequate knowledge of content to be taught.</li> <li>• adequately assist students in recognizing unifying concepts.</li> <li>• adequately assist students in applying their understanding in meaningful ways within the topic.</li> </ul>	<p>students.</p> <p>The strategy and examples used</p> <ul style="list-style-type: none"> <li>• show in-depth knowledge of content to be taught.</li> <li>• adequately assist students in recognizing unifying concepts.</li> <li>• adequately assist students in applying their understanding in meaningful ways within the topic and across disciplines.</li> </ul>
<p><b>8. Guided Practice and Feedback (Checking for understanding)</b></p> <p>Score: <u>2</u></p>	<p>Activities</p> <ul style="list-style-type: none"> <li>• do not match lesson objectives.</li> <li>• do not match development.</li> <li>• are too general to be carried out.</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• match lesson objectives.</li> <li>• match development.</li> <li>• are too general to be carried out by another teacher.</li> <li>• minimally provide for feedback to students.</li> <li>•</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• match lesson objectives.</li> <li>• match development.</li> <li>• are clear enough to be carried out by another teacher.</li> <li>• adequately provide for feedback to students.</li> <li>•</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• match lesson objectives.</li> <li>• match development.</li> <li>• are clear enough to be carried out by another teacher.</li> <li>• adequately provide for feedback to students.</li> <li>• are highly motivating.</li> <li>• go beyond the teacher's manual.</li> </ul>
<p><b>9 Accommodations and Modifications for Learners with Special Needs</b></p> <p>Score: <u>3</u></p>	<p>There are no planned accommodations or modifications for students with special needs.</p>	<p>Accommodations and modifications</p> <ul style="list-style-type: none"> <li>• are named</li> <li>• will enable students with special needs to participate during the lesson.</li> <li>• do not include parallel experiences for students who show early mastery.</li> </ul>	<p>Accommodations and modifications</p> <ul style="list-style-type: none"> <li>• are named</li> <li>• are described specifically</li> <li>• will enable students with special needs to participate during most parts of the lesson.</li> <li>• include parallel experiences for students who show early mastery.</li> </ul>	<p>Accommodations and modifications</p> <ul style="list-style-type: none"> <li>• are named</li> <li>• are described specifically</li> <li>• will enable students with special needs to participate productively and fully during all parts of the lesson.</li> <li>• include parallel experiences for students who show early mastery.</li> </ul>
<p><b>10. Closure</b></p> <p>Score: <u>3</u></p>	<p>Plan does not include ways to close the lesson.</p>	<p>Ways to close the lesson</p> <ul style="list-style-type: none"> <li>• do not match lesson objectives.</li> <li>• are too general.</li> </ul>	<p>Ways to close the lesson</p> <ul style="list-style-type: none"> <li>• match lesson objectives.</li> <li>• are specific.</li> <li>• are quick.</li> </ul>	<p>Ways to close the lesson</p> <ul style="list-style-type: none"> <li>• match lesson objectives.</li> <li>• are specific.</li> <li>• are quick.</li> <li>• allow students to respond in a final repetition of the main point(s).</li> </ul>

<b>11. Independent Practice</b>  <i>Score: <u>  3  </u></i>	Independent practice activities are not planned.	Independent practice activities are <ul style="list-style-type: none"> <li>• not clear.</li> <li>• not appropriate for lesson objectives.</li> <li>• not relevant to content or skills learned in guided practice.</li> </ul>	Independent practice activities are <ul style="list-style-type: none"> <li>• clear.</li> <li>• appropriate for lesson objectives.</li> <li>• relevant to content or skills learned in guided practice.</li> </ul>	Independent practice activities are <ul style="list-style-type: none"> <li>• clear.</li> <li>• appropriate for lesson objectives.</li> <li>• relevant to content or skills learned in guided practice.</li> <li>• highly engaging and motivating.</li> </ul>
<b>IV. Evaluation</b>				
<b>12. Methods of evaluation</b>  <i>Score: <u>  2  </u></i>	No evaluation instrument(s) are included.	Evaluation instrument(s) are <ul style="list-style-type: none"> <li>• included</li> <li>• do not adequately cover the goals and objectives.</li> </ul>	Evaluation instrument(s) are <ul style="list-style-type: none"> <li>• included</li> <li>• adequately cover the goals and objectives.</li> </ul>	Evaluation instrument(s) are <ul style="list-style-type: none"> <li>• included</li> <li>• adequately cover the goals and objectives.</li> <li>• go beyond performance on worksheets or homework.</li> </ul>

Examples are given for criteria marked with an asterisk (\*).

Competency = a minimum score on each element of 1 (pre-student teaching) or 2 (student teaching)

*Suggestions for Improvement or Corrective Action:*

Signature of Evaluator: Domonique Ragni    Date: \_\_\_\_\_    Total Score: 27

<b>Score Conversion:</b>	<b>33 -36 = 19-20</b>	<b>A</b>
	<b>25 -32 = 17-18</b>	<b>A-</b>
	<b>22 -24 = 14-16</b>	<b>B+</b>
	<b>19 -21 = 11-13</b>	<b>B</b>
	<b>16 -18 = 9-10</b>	<b>B-</b>
	<b>13 -15 = 6- 8</b>	<b>C+</b>
	<b>10 -12 = 4-5</b>	<b>C</b>

*Direct Instruction Lesson Plan:*

Miss. Domonique Ragni

Lesson Plan Title: Animals in the rainforest!!

Grade Level: 3rd grade

Time allotted: 45 minutes

***Lesson Overview:***

This lesson will cover the student's knowledge about the rainforest. The students will learn what a rainforest is and the kinds of animals that live in the rainforest. Rainforests are very popular in the world and are becoming endangered every day. They will be able to use their knowledge that they have learned about the rainforest and apply it to help saving the rainforest in the future. It is important to learn about rainforests because it is home to over half of our plants and animals.

***Goals:***

The student will understand about animals that live in the rainforest.

***Objectives:***

Given a choice of an animal the student will pick an animal that lives in the rainforest to research about and present to the class.

Given information about their animals the students will create a poster board telling the class about their animal.

***Standards:***

**National Standards –**

**[NS.K-4.3](#) LIFE SCIENCE**

**As a result of activities in grades K-4, all students should develop understanding of**

- The characteristics of organisms
- Life cycles of organisms
- Organisms and environments

**NYS Standards –**

*Students will understand and apply scientific concepts, principals, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.*

*Living Environment –*

3. Individual organisms and species change over time.

- observe that differences within a species may give individuals an advantage in surviving and reproducing.

6. Plants and animals depend on each other and their physical environment.

- describe how plants and animals, including humans, depend upon each other and the nonliving environment.

Key Idea 1:

Living things are both similar to and different from each other and from nonliving things.

*Describe the characteristics of and variations between living and nonliving things.*

1.1a Animals need air, water, and food in order to live and thrive.

Describe how the structures of plants and animals complement the environment of the plant or animal.

3.1c In order to survive in their environment, plants and animals must be adapted to that environment.

- animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration

**Materials:**

- **“The Umbrella”** by Jan Brett
- Cut outs of rainforest animals

- Crayons
- Use of the library for books and computers
- Lined paper
- Pencils
- Poster board
- Magazines
- Construction paper

***Anticipatory Set: (5 minutes)***

I will start this lesson by showing them a short clip of the rainforest, (the clip being <http://www.youtube.com/watch?v=vwIE3CXoD8k> ). After the clip has ended, I will ask them questions about what they thought about the clip and what they think we might be learning about and what they already know about the rainforest. This will help me get feedback from the students so I know of any prior knowledge that they may have of the rainforest.



***Development:***

I will be using the behavioral model for this lesson through the direct instructional strategy. From the anticipatory set, I noticed that most of the students, if not all have heard about rainforests and have a pretty good idea on what a rainforest is. The rainforest is very important in our world, not only do most of our plants and animals live in the rainforest, but we also get a good amount of our medicines from the rainforest.

***Guided Practice:***

I will read the book “The Umbrella” by Jan Brett. This story is about a boy who goes in to the rainforest to go find some animals. When he climbs up the tree and leaves his umbrella aside, all different animals climb in to the umbrella for a fun adventure. After reading the book I will ask the students what kinds of animals they saw throughout the book, and what kinds of animals are in the rainforest that the book may not have mentioned. We will then go back to our desks and they will each chose an animal that they would like to learn about. I will have cut outs of these animals that they will be able to color in and put into our big umbrella of rainforest animals that I have made to display in our classroom.

***Accommodations:***

The students are given plenty of time to research their animal, they have time to go to the library to research with books and they were able to have access to the computers. They will have plenty of time at home to complete their posters. Students that have disabilities will have more help from me by helping them research their animal and creating an outline to help guide them when they create their poster boards.

***Closure:***

For the closure part of the lesson, I will ask the students what they have learned about their animals so far, and what else they might have learned in class today. I expect to hear about where the animals live in the rainforest, what they eat, and other interesting facts they have found out.

***Independent Practice:***

*In-class assignment -*

The students will be going down to the library and computer labs to research their animal that they have chosen. Once the students have gathered enough information about their animal, they will create a poster board on their chosen animal to talk about.

*Out- of – class assignment –*

The students will write a short summary of their animal that they want to share with the class the next day. This will help prepare them for their in class presentation on the animal they have chosen.

***Evaluation:***

*Diagnostic:* In the beginning of class the students were assessed through their prior knowledge.

*Formative:* Throughout the lesson I will be checking for understanding when the students are researching their animals. Asking them questions about their animal, ( what they eat, where in the rainforest they live.....).

*Summative:* The teacher will use the outcomes of the students posters and presentations to the class on their animals.

***Reflection:***

1. Did my anticipatory set grab my student's attention?
2. Did my students have any prior knowledge of the rainforest?
3. Did I allow enough time for the students to complete their research and poster boards?
4. Do my students understand why the rainforest is important to learn about?