**Introduction:**

* An effective teacher develops lesson plans according to set standards for the grade level and subject matter being taught. An effective teacher must also carefully consider the needs of each individual learner in the class. Successful presentation of a lesson accommodates the physical, academic, and social/emotional needs of learners.  For this assessment you will create a standards-based lesson plan for a third-, fourth-, or fifth-grade science class. You will need to incorporate active participation strategies, grouping strategies, and technology strategies into the lesson plan. You will then analyze and justify the use of these strategies for the class as a whole and for the diverse learners in the class.

**Scenario:**  You are a self-contained general education teacher in an elementary school (third through fifth grades only). Your class comprises a variety of students with different abilities and backgrounds:

•   26 students total (15 boys and 11 girls)

•   16 students are on-grade-level readers

•   5 students are two grades below reading level (3 with identified learning disabilities in reading)

•   5 students are two grades above reading level (2 with identified gifted exceptionalities)

•   1 student is an English Language Learner (ELL) at the intermediate level

•   3 students have been diagnosed with attention deficit hyperactivity disorder (ADHD)

Daily planning, instruction, and assessment should reflect the individual needs of each student.

**Requirements:**

A.  Create a standards-based science lesson plan for a third-, fourth-, or fifth-grade class. In your lesson plan, include the following:

•   identification of general information (i.e., topic, grade, student grouping, seating arrangement)

•   identification of standards and **measurable** objectives (condition, behavior, and criterion)

•   identification of materials/resources for students and teacher

•   description of prerequisite skills or connections to previous learning (i.e., What previously learned skills are necessary for students to be able to participate in and benefit from the planned lesson?)

•   explanation of presentation procedures for new information, guided practice, independent practice, and culmination

•   explanation of differentiated instruction accommodations

•   explanation of assessment (A copy of the assessment may be submitted, or it may be explained. The assessment may be formal or informal, formative or summative.)

*Note: Make sure you submit your completed lesson plan for this project.*

1.  Identify **three** different types of active participation strategies in the lesson plan to promote student engagement.

2.  Identify **one** grouping strategy in the lesson plan.

3.  Identify **two** different strategies in the lesson plan that integrate student-centered technology within the lesson plan to support student learning. (Include at least one strategy to support learning for the entire class.)

*Note: Make sure you clearly label the identified strategies so evaluators can easily find them.*

B.  Justify the use of all the strategies selected in parts A1, A2, and A3 to support student learning by doing the following:

1.  Justify, citing relevant academic sources, your use of the active participation strategies for the following:

a.  the class as a whole

b.  a diverse learner/group in the class

2.  Justify, citing relevant academic sources, the selected grouping strategy, including how the grouping facilitates learning for the following:

a.  the class as a whole

b.  a diverse learner/group in the class

3.  Justify, citing relevant academic sources, the choice of the technology strategies for the following:

a.  the class as a whole

b.  a diverse learner/group in the class

C.  When you use sources, include all in-text citations and references in APA format.

*Note: For definitions of terms commonly used in the rubric, see the Rubric Terms web link included in the Evaluation Procedures section.*