Ashley Davis

Professor Purvin

Education Field Experience EDUC 230-02

Spring 2012

Rationale Statement

**Statement of Standard Number Four - Instructional Planning and Strategies:** “Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, and curriculum goals, shall employ a variety of developmental appropriate strategies in order to promote critical thinking, problem solving and the performance skill of all learners.” (NJPTSB, 2004, pg 12)

**Name of Artifact:** Lesson Plan 1

**Date of Artifact:** Spring 2012

**Course:** Education Field Experience EDUC 230-02

**Rationale Statement:**

 Standard four is entirely about forming lessons that can teach the students what they need to know in ways the students can understand and remember. Thus a lesson plan embodies both the literal wording of the standard and the communing undertones. The lesson plan for which I am writing this rational statement is a theoretic example of how I would structure a future lesson. Planning what a lesson will include and how it will be taught ensures that that knowledge of instructional planning is not only there, but used correctly. As such, during the process of structuring the lesson plan any gaps in how to create one can be readily seen and corrected. Likewise, through forming a unit of plans a teacher can ensure no information is skipped over. The variety of lessons can also be gauged this way to ensure the class does not become monotonous and boring to the students; which could result in less learning occurring as attention wavers. It is the teacher’s duty to keep the students attention and thus follow this standard by taking all aspects of the students and their environment into account when a lesson is being formed.

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 This lesson plan would be a good starting point for a wide variety of subjects in my future classes. An activity like this can be used at the end of any unit where two similar ideas or structures are presented. By having the students work out how the two sides would react they could gain a clearer understanding of any differences or similarities between the two. The class structure of taking small notes while participating and then summarizing at the end could also be used to ensure the students pay attention and understand what was gone over during the lesson. By trying to create an actively that could be done in just about any classroom, I realized that you do not need a lot of technology to create a good learning environment. I deliberately choose the environment of a large urban school with a wide age range so that I could put myself into the situation of making a lesson plan for an environment I have never been in. I have only attended rural or suburban school and each of these had at least basic supplies. So for this lesson I ‘created’ a school based of the K-12 school I attended where we had very limited technology in the classroom. So I made a lesson where topics could be reinforced and expanded upon by the students using their textbooks, notes, and interacting rather than depending upon technology. It was a interesting to plan an activity that met the curriculum standards in a theoretical school without the resources many people take for granted in a classroom. I feel experience of making this lesson plan and the restrictions I placed on it will make it easier in the future to make lessons based around whatever is available to the class rather than creating a lesson and then discovering it cannot be completed due to lack of materials or facilities.