

Lesson Plan Format – EDEL 350

Name: Danielle Uhlenhake

EDEL 350 Section: 0105

Due Date: Wednesday June 10th, 2015

Teach Date: Wednesday June 10th, 2015

Practicum Teacher: Dr. Popplewell,

Grade Level/Year: Year 6

Lesson Topic: How to create Criteria

Subject: Literacy

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Whole/Small Group: Whole

INTASC PRINCIPLE 8: *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner*

British Standard from the National Curriculum: Design Technology; critique, evaluate, and test their ideas and products for a wide range of users.

Lesson Objective(s): Students will classify the characteristics of quality baked-goods.

Materials/Media: (Include materials that are necessary to teach and implement the lesson)

1 pie
1 good quality cake
1 bad quality cake
Maths Books
Markers
Paper towels
Powerpoint

Motivation:

As a whole group, students will list characteristics that contribute to a good quality shoe. Ask students questions such as “What are different characteristics that make a shoe worth buying?”. Write down all of the student’s answers on the board. All of the student’s opinions will be listed on the board for reference.

Goal for Learner: (stated in student language)

Today, we will be creating criteria for our baked-goods for the Much Woolton Bake Off. We will be coming up with the five most important

Procedure:

- **New Information**

Activate prior knowledge by asking students how they have been judged in the past. Ask students “What makes a criteria?”, “What is a criteria”, “How do we make criteria fair?”. Discuss elements of a criteria and how it is set up.

- **Modeling**

Show students how a criterion is established by creating a rubric for our shoe example used in the motivation. There will be different categories of characteristics that determine a good shoe such as design, shape, comfort, quality, etc.

- **Guided Practice**

Once they have created a list of characteristics on good quality shoes, we will pass out a different style shoe to each table. As a table, students will rate the shoe based on the criteria we have created. The students will then give the shoes a number score to determine which type of shoe is the best in relation to their criteria. As a whole group, we will ask each table what they rated the shoe and why they gave it that rating.

- **Check for Understanding**

Students will be asked to defend their reasoning of criteria based through questions. We will ask students questions such as “Why did you chose to grade the cakes on _____ element?”, “How is _____ element useful when judging baked-goods?”, etc. This will help us determine if the students are understanding how to effectively create criteria components.

- **Practice/Application**

Students will work as a table to create a criteria for baked goods. As a group, students will need to decide on the five most important categories such as taste (flavor), texture, smell, design, etc). Once groups have decided on categories, they will need to determine how the point scale for each category will be broken down. Once the students have created their criteria, they will have the opportunity to test their choices. We will have three rounds of taste-testing with three different types of baked goods. There will be one pie, one good cake, and one “nasty” cake. The students will have to use their criteria to give each baked good a score. After all three taste-testings are done, the students will have five minutes to change or modify their criteria based on their findings.

Once all groups have decided, we will come together as a class and discuss the student’s choices. After each group states their criteria, it will be written on the board. As a class, we will create one final criteria based on each groups answers and their reasoning behind it.

- **Closure**

Students will be told that the final criteria created, as a class will be the rubric for how their baked goods will be judged for the Bake Off. We will tell the students that they need to start thinking about how their individual recipes will fit the criteria and what they can do to make sure they have a quality-baked good product based on the standards that the class has set.

Evaluation of Student Learning: (refers to objective, includes checklist/rubric)

Checklist

- ✓ Student includes five categories of quality characteristics
- ✓ Student clearly explains reasoning for categories
- ✓ Student can differentiate between two different objects

- ✓ Student understands how to set up a table
- ✓ Student can describe why they chose specific point values

Lesson Extension: Students will be asked to write a paragraph on why they think their baked-good will fit the criteria they just created.

Annotated Bibliography:

The National Curriculum in England

Include one "hot" link, (hyper link) for instructional or informational resources. Include one digital image of one instructional or informational resource.

- **Informational:** (2 required - Do not include Marzano or Indiana State Standards)
- **Instructional:** (2 required - Do not include Marzano or Indiana State Standards)

Learning strategies: (Underline strategy in lesson. Identify in **bold** print *within the* parts of lesson that match these learning strategies; include **2 or more** different strategies.)

Identifying Similarities/Differences

Non-linguistic Representations (graphic organizers)

Generating/Testing Hypotheses

Summarizing/Notetaking

Cooperative Learning

Questions, Cues, Advance

Organize

