NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_--Unit Birds Project-Mrs.Weimer

PROCEDURE: You and two other people will be in a group to TEACH something exciting to THIRD GRADERS. We will break into groups to discuss: night birds of prey, day birds of prey, songbirds (2 groups), waterfowl, and game birds.

We will split into groups of 3 and make a 5-10 minute presentation/learning activity for the kids to participate in-remember it should be FUN.

* 5-10 minutes
* No coloring pages or word finds, unless you want to send them with that to do at home
* Think back to when you were younger, what did you like to do and incorporate that into the project
* Be as creative as you can-If they are engaged, you are doing a fantastic job!
* Write at least two questions in your lesson plan that might be used to determine the prior knowledge that your students possess related to your topic. Also, write at **least five** questions you might ask to assess your student’s knowledge as the lesson unfolds. Remember, when teachers ask students why or to explain their reasoning, understanding increases and deepens.
* Think about how you will structure your time. You may not have time to present the complete lesson.
* Use the hands-on materials and active, concrete instruction during your demonstration lesson in class. Your peers will give you feedback on your lesson. They may also be interested in your source(s) of ideas, so include reference information on your lesson plan.

**Peer Teaching Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **0** |
| Motivation | * Connects to prior knowledge * Captures student interest * Relates to the objective * Gives students a reason for learning | Three out of four elements are present | One or two elements are present | No motivation for learning |
| Instructional Presentation | * Teaches the objective * Engages the learner * Provides opportunities for learner involvement | Two out of three elements of effective instruction are present |  | One or less elements of effective instruction are present |
| Practice, Application, Assessment | * Assesses the objective * Enables the teacher to evaluate how well the student understands the objective | Mostly effective assessment | Somewhat effective | No assessment |
| Materials | Uses concrete materials, pictures, and mathematical symbols | Uses two out of three | Uses one | No materials |
| Time | 10 minutes | Had to be stopped during assessment or 7-9 minutes | Had to be stopped before assessment was started or less than 5-7 minutes | Less than 5 minutes |
| Presence (peer) | Maintain eye contact.  Face the students.  Fluent, clear speech  Confident but not intimidating | Three out of four | One or two out of four | Lack of presence |
| Lesson Development (peer) | Did you capture and hold the interest of your students?  Were the students engaged in the lesson?  Were they busy doing, or thinking, or both?  Did the ideas in your lesson flow?  Was the pacing reasonable? | Four out of five | Two or three out of five | One or lacking lesson development |
| Questioning (peer) | Many in-depth questions were asked during the lesson by the teacher and students  Many questions were asked to assess the students’ understanding (Why?) | Some questioning or many low level questions | Little questioning | No questions |
| Lesson Plan | All required elements included in sufficient detail (6) | Most required elements included (4) | Some required elements included (2) | No lesson plan (0) |
| **TOTAL** | /30 as an exam grade so \*.50 |  |  |  |

OBJECTIVE: (What do you want them to learn about)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INFORMATION: (How will you present the information)

VERIFICATION: (How will you check for understanding)

ACTIVITIES: (What activities will you use to make this a fun experience for YOU and them)