LESSON PLAN REFLECTION:

1. *Why did you choose the objective, activities, vocabulary & sequence you did?*

The objectives were based on the GLE standards for 2nd/3rd grade Social Studies. The vocabulary came out of the Social Studies Curriculum Guidebook provided by the teacher. I chose the activity of following along with my PowerPoint by writing answers to questions so that those students that needed the extra notes would not forget what they were learning and I chose the homework assignment so that the students could use the knowledge gained with other examples than just what was discussed in the lesson. My sequence was based on the “I DO, WE DO, YOU DO” model. I was the only one who knew about Monroe and the history of Lynden in the class, as a group we could discuss what was alike and different between the two towns, and alone the students could write what notes they needed to follow along.

1. *Were the students actively engaged in your lesson? Why or why not? What would you do differently?*

The students were very actively engaged in my lesson. Not only could they provide examples as it related to them throughout the entire lesson, I had their interest by talking about myself (and we all know how much students love to learn about their teachers!). They did get a little too talkative however, and I needed to get them focused faster than I had.

1. *How did you provide students with feedback about their performance?*

There were little to no AAB’s in this lesson.

1. *How did the students demonstrate their understanding of the objective?*

I had the students write a comparative between Monroe and Lynden and then extended it to have them do the same with Lynden and Bellingham (which we did not talk about).

1. *What will you do differently, and/or what would your next steps/lesson be to further increase the students’ knowledge of the lesson objective?*

I needed to give AAB’s to the students that were following my Behavior Expectations. That would have kept the class’s focus and made sure no students were distracted enough to miss key parts of the lesson.