

CEP Lesson Plan Form

Teacher: Kendra Vair

Date: 5/1/18

School: Conrad Ball Middle School

Grade Level: 6-8

Content Area: PLUS

Title: Career Skills Mix-n-Match

Lesson #: 2

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

Prevention and Risk Management

- Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior

Understandings/Concepts: *(Big Ideas)*

- Planning and preparation
- Career readiness
- Employable skills

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

- What are some skills that you can apply to *any* kind of job?
- Name three places where you can get those skills
- Who can help you get those skills?

Evidence Outcomes: *(Learning Targets)*

Every student will be able to: *(Create your own lesson objectives from the standard, follow the ABCD format, using student voice)*

Working in a group or by myself, I can name at least three skills from a degree that I can apply for a job (even if that job isn't related to the degree).

This means that I understand what skills I could use to get the job/career I want.

List of Assessments: *(Write the number of the learning target associated with each assessment)*

Formative: Pausing to check for understanding. Having discussions with groups in between drawing different degree and job names to give students a chance to talk about their answers.

Summative:

Summative Assessment Survey:

Did you think that writing skills that connected a random degree and a random job was easy or challenging? In two complete sentences, explain why.

What skills on your list do you think would be useful towards a degree or job you would like to get in the future?

What other skills do you think are important to have at a job?

Rubric Checklist:

√+ (2 points) for using 1-2 complete sentences per question.

√ (1 point for answering the question with one word or an incomplete sentence.

√-(0 points) for not writing an answer or saying "I don't know."

Planned Lesson Activities

<p>Name and Purpose of Lesson <i>Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.</i></p>	<p>Career Skills Mix-n-Match</p>
<p>Approx. Time and Materials <i>How long do you expect the activity to last and what materials will you need?</i></p>	<p>Time: 25 minutes Materials: new blank slide on Notability/blank paper and pencil</p>
<p>Anticipatory Set <i>The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.</i></p> <ul style="list-style-type: none"> • <i>To focus student attention on the lesson.</i> • <i>To create an organizing</i> 	<p>“Over the last couple of week, you guys have spent time listening to so many awesome speakers about degrees and careers. Now it’s time for you to think about what skills they could use in all different kinds of jobs...and we’re going to play a game to do that!”</p>

<p><i>framework for the ideas, principles, or information that is to follow (advanced organizers)</i></p> <p><i>An anticipatory set is used any time a different activity or new concept is to be introduced.</i></p>	
<p>Procedures <i>(Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)</i> <i>Indicate whether each is:</i> <i>-teacher input</i> <i>-modeling</i> <i>-questioning strategies</i> <i>-guided/unguided:</i> <i>-whole-class practice</i> <i>-group practice</i> <i>-individual practice</i> <i>-check for understanding</i> <i>-other</i></p>	<p><u>(5 minutes) Do Now:</u></p> <p>Teacher input and whole class discussion: students answer these questions to frame the theme of the day. Only two to three students will answer each question to keep the process streamlined. Students will be rewarded with gum for their answers.</p> <ul style="list-style-type: none"> • What are some skills that you can apply to <i>any</i> kind of job? • Name three places where you can get those skills (volunteer, job, college) • Who can help you get those skills? <p><u>(5 minutes) Mix-n-Match Game: Practice</u></p> <p>Teacher input and whole class discussion:</p> <p>Explain that Mix-n-Match Game is an activity that students will do in class as partners. The teacher will draw one name from a bag of degrees, and another name from a bag of careers. These will be selected at random, and they may relate or not. The students have to determine what skills they could earn from that degree that would apply to that job. For a practice run, students will do the exercise with my (Ms. Niederman’s) resumé.</p> <ul style="list-style-type: none"> • Job: substitute teacher, tour guide for school

	<ul style="list-style-type: none"> • Volunteer: autism, inner city youth, art classrooms • Education: SCAD, CSU, leadership • What kinds of skills do you think I have if I want to become a teacher? • What other kinds of jobs could I use these skills in? <p><u>(10 minutes) Mix-n-Match Game: Activity</u></p> <p>Group practice:</p> <p>After the teacher draws the degree and job names randomly from bags, students in pairs will write down a list of skills they could earn from that degree that would apply to that job. That list could be saved on the iPad or written on a sheet of notebook paper. They will have 1-2 minutes to write down the answer before the teacher draws the next set. This will continue until the ten minutes are up.</p> <p><u>(5 minutes) Check in</u></p> <p>To earn gum, student teams will be asked to answer 1-2 skills that they wrote down (one degree/job combination per team). This should be around 5 teams. Before turning in their work, students should circle the skills they think would be useful for their future careers. Students should take pictures of their work and submit it to Schoology before Kendra teaches her lesson.</p>
<p>Closure <i>Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion.</i></p>	<p><u>(5 minutes) Check in</u></p> <p>To earn gum, student teams will be asked to answer 1-2 skills that they wrote down (one degree/job combination per team). This should be around 5 teams. Before turning in their work, students should circle the skills they think would be useful for their future careers. Students should take pictures of their work and submit it to Schoology before Kendra teaches her lesson.</p>

<p><i>Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:</i></p> <ul style="list-style-type: none"> • <i>To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.</i> • <i>To help organize student learning</i> <p><i>To help form a coherent picture and to consolidate.</i></p>	
<p>Differentiation</p> <p><i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i></p> <p><i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p>	<p><i>Access and Expression:</i></p> <ul style="list-style-type: none"> • Use paper and pencil if not comfortable working on an iPad—or if students don’t have an iPad • Students can also use their phones • If it’s too advanced...students could draw names from one of the bags and write about the possibilities for the other one (such as naming college majors to have a particular career, or what jobs you could get with a certain degree) • If students are uncomfortable working in a team, they can work by themselves. They can also join another group if there is an odd number of people. <p><i>Depth and Complexity</i></p> <ul style="list-style-type: none"> • If the activity is too easy...students write down what they want to major in, what kind of job they want to have, and what kind of skills they think they would need to make sure they get that job (what would make them stand out as an applicant)
<p>Assessment</p> <p><i>How will you know if</i></p>	<p>Formative: Pausing to check for understanding. Having discussions with groups in between drawing different degree</p>

<p><i>students met the learning targets? Write a description of what you were looking for in each assessment.</i></p>	<p>and job names to give students a chance to talk about their answers.</p> <p>Summative Assessment Survey:</p> <p>Did you think that writing skills that connected a random degree and a random job was easy or challenging? In two complete sentences, explain why.</p> <p>What skills on your list do you think would be useful towards a degree or job you would like to get in the future?</p> <p>What other skills do you think are important to have at a job?</p> <p>Rubric Checklist:</p> <p>√+ (2 points) for using 1-2 complete sentences per question. √ (1 point for answering the question with one word or an incomplete sentence. √-(0 points) for not writing an answer or <u>saying</u> "I don't know."</p> <p>•</p>
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Post Lesson Reflection

- 1. To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*

Based on the evidence that I gathered from the lesson, I think that the learning target was achieved in the sense that most of the students were able to write at least three skills that connected a random degree with a random job title. However, I think I could've been more specific with what I expected from them in the learning target. I also think I could've encouraged more discussion in between picking different degree and job names to check for understanding in a formative sense. Had I planned to collect formative and summative data with my lesson, I probably would've had more confidence explaining whether or not the lesson objectives were achieved. This was definitely a lesson that combined verbal discussions with written explanations and teamwork skills. If students had a hard time meeting the objectives of the lesson, it was because I had not planned the structure as well as I initially expected.

- 2. What changes, omissions, or additions to the lesson would you make if you were to teach again?**

I was advised to use more visuals for each degree and each job so that students with learning disabilities and ESL students had an ability to participate in the activity. Some of the terms that I used were a little too big and probably affected the students' abilities to connect the dots between the degree and the job. I would also stop between drawing different names so I can check for understanding and have a discussion with the students about the list of skills they came up with. I noticed that when I did pause for discussion, each team had an opportunity to participate and they gave me very detailed, thoughtful replies that assured me that some sort of profound learning was happening (though it was hard to document that on paper). Finally, I would make students partner up and not give them the option to work on their own. Giving them those two options caused a lot of ambiguity, and students that worked alone were not set up for success if they didn't have an iPad to do the work on Notability.

- 3. What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*

I would definitely reteach it and tweak a lot of things. I would make sure that I have a lot more step-by-step structure, pausing and walking around the room to make sure that everyone is on the same page. I would also practice waiting to make sure that I have 100% attention so that the students are able to follow along. That said, their ability to understand the expectations of the assignment are based on my ability to articulate them. If I had to do this lesson over, I would probably plan it as if I were teaching exclusively for ESL students or students with learning disabilities. This would give me practice to think about the detail, slow, simple, and step-by-step execution I needed to make this lesson a lot more successful than it was.