

Inquiry Lesson Analysis Guide (ILAG)

Instruction: For this activity, you will analyze an elementary grade social studies lesson plan. A copy of the lesson is attached for your reference. Carefully examine the lesson plan and respond to the questions below. Provide a detailed explanation for, and cite specific areas of, the lesson plan to support your thoughts.

Part One:

1. Identify the strengths in the lesson plan provided.

After analyzing the lesson plan provided, some of the strengths that I found were that I like how the objective was straightforward. I liked how it was tied to the standard which is *Identify ways to prepare for natural disasters*. As well as the seventh step/procedure, it provided the necessary steps and with that it can help students to be aware of their time.

2. Identify the weaknesses in the lesson plan provided.

After analyzing the lesson plan provided, some of the weaknesses that I found were that students were not given enough time to complete enough research. As well as providing students with knowledge checkpoints to see how they are doing. As well as changing the assessment because just going based on what they have researched is just short and it doesn't really check on their understanding of the lesson.

3. Provide reasons why you think what you have identified in questions 1 and 2 above are the strengths and weaknesses of this lesson.

Strengths:

- **I like how students are given expectations on what they are supposed to be doing. I like how it is very direct and has clear instructions. As well as stating why it is important for them (students) to learn about natural disasters. It is a good way for students to see why it is important to learn this type of information and that it is not just for a grade.**

Weaknesses:

- **I think that it is important for teachers to check in with their students and check to see what they have so far. As well as maybe having due dates so that students are being on task because when students are working in groups sometimes they tend to get off task. Having those due dates will push students to work harder. Providing an organizer for students to put their notes is crucial as well, if they don't have one then how can they organize their thoughts and ideas?**
4. Think about the weaknesses you identified in question 2 above and make adaptations to address the weaknesses (Identify particular sections you are addressing).

As mentioned earlier, having the assessment be based on their notes and videos is not a good way to assess them. I think adding a quiz or having this lesson become a 2-3 day thing would be better because as mentioned in the lesson, they only have 25-30 minutes to do their research. I feel like students should be able to have more time to research and have good notes, because some might need more time to finish or look for good resources to help them with their video.

Part Two:

5. Discuss where your ideas about strengths, weaknesses you have identified, and the change(s) you made come from.

My ideas about strengths, weaknesses, and the change(s) that I have made come from my past internship experiences and in class when I made my own lesson plans. I feel like it is important to see what is going to work out and what isn't. I always have trouble making a good lesson plan so being able to analyze a lesson and pinpointing strengths, weaknesses, and see what changes we need to make in order for our lessons/activities to be successful is crucial.

6. By responding to Part One above, you have just done a lesson plan analysis, what are your thoughts on having candidates engage in lesson plan analysis?

My thoughts on having candidates being engaged in a lesson plan analysis would be very helpful. I think that it would be good to hear other candidates' thoughts and ideas. I feel like it can help with better your lesson planning and see how you can add more or takeaway. I feel like it can also help you save a lot of time because doing it by yourself can take more time, so having another set of thoughts and different ideas is good.

7. At what point do you think teachers should engage in lesson plan analysis?

I think that teachers should engage in a lesson plan analysis before, during and after. I feel like it can help teachers see what necessary adjustments they have to make or if something isn't working then making those changes so that their students are able to succeed in the lesson.

Predesigned Concept Lesson Sample

Lesson Plan: Natural Disasters

Grade Level: Third Grade

Concept: Natural Disasters

State Course of Study Standard(s): 3. 9) Identify ways to prepare for natural disasters.

Invention: (Contains student activities that are **appropriate** and **meaningful**. These provide explanation, provide examples, and provide **closure**.)

Objective: Students will be able to explain the effects of and ways to prepare for various types of natural disasters by creating a news report video. Materials: 1. iPads (two per group) 2. Script Notes Recording Sheets (Attachment B) 3. Resource List (Attachment C)	Procedures: 1. Tell students the purpose of the lesson is to study the effects natural disasters have on people and property as well as how people can prepare for these natural disasters. 2. Briefly explain the expectations and instructions for the activities that the students will complete. 3. Tell students they will focus on three types of natural disasters: earthquakes, tornadoes, and hurricanes. 4. Divide the class into groups of no more than four students. 5. Assign each group a type of natural disaster. Explain that each group will research the damage caused by and safety tips for the natural disaster. 6. Instruct students to use the resources provided for their assigned natural disaster (Attachment C) 7. Explain that the students will use the research to create a news report video. The video must (1) explain tips on how to prepare before the natural disaster occurs including what supplies people may need, (2) instruct viewers on what to do and where to go while the natural disaster is taking place, and (3) describe damage and hazards that may be present after the natural disaster has occurred. a. The video will be a maximum of 3 minutes long. b. Discuss what a hazard is; <i>If this section is talking about damage, what do you think a hazard might be?</i> 8. Show a video as an example of a news report video created by students (Natural Disaster News Report via YouTube). Explain expectations for working as a group and using the iPad for recording. 9. Give each student a script notes recording sheet (Attachment B) that will be completed as they research. 10. Allow 25-30 minutes for students to research, complete the notes sheet, and plan the script for their video. Remind students of time remaining in five-minute intervals. 11. Check students' notes to ensure they are accurate before allowing them to record the video. Address any misconceptions and allow students to make corrections. Groups who finish planning early may begin recording once their notes have been checked. 12. Allow 15 minutes after the completion of the research and planning for students to record. Closure: Play each group's video for the class. Discuss each video, and address any misconceptions. Explain any information that may be missing from the video.	Assessment: Students will be assessed by their notes and information included in their videos.
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