Comprehension Lesson Plan Excerpt

I taught a vocab comprehension lesson at Thomas Jefferson Carter School on October 10th in Mrs. Espinoza’s Integrated Advance Geometry 10th grade class. The following is an excerpt from my lesson plan, which includes the activities and differentiation sections of the lesson.

*Comprehension Lesson*

1. Use exclusion brainstorming strategy, as described below, for students to recall the various characteristics of a well designed experiment to be statistically significant.
   1. The strategy is modified to use a list of the characteristics of a well designed experiment in replace of the single word list with some false criteria intermixed in the list.
2. Instructor passes out characteristics of a good experiment sheet (1 to each student).
3. instructor demonstrates how to complete the sheet, showing on the overhead with the transparency of the sheet (attached), by circling the characteristics that are NOT aspects of a well designed experiment.
   1. give the example of circling lurking variable and explain that this is not an aspect of a well designed experiment.
4. The instructor tells the students to, by themselves, take a few minutes to go over the list and circle any of the criteria that are false examples of characteristics of a well designed experiment.
5. After a couple of minutes, the instructor passes out another characteristics of a good experiment sheet (1 per group) and tells to students to work in prearranged seating groups to collaborate on which criteria are the real criteria that compose a well designed experiment and make a master list of the agreed upon with the new sheet by circling the fake criteria.
6. When students are finished in their groups, (instructor should know by circulating between groups) the instructor should have each group pick a spokesperson.
7. On the overhead, read through each criteria with every time asking for a thumbs up if it is a correct characteristic of a well designed experiment or a thumbs down for a fake criteria. Draw a line through the characteristics that are not part of a well designed experiment.
   1. If there is disagreement between various classmates, have students share their opinion and why they think so. Make sure the end result of whether the characteristic is part a good experiment is correct and make class corrections if not.
8. The result should be a final class list of characteristics that make up a well designed experiment on the overhead.

*Writing Lesson*

1. Instructor places characteristics of a well designed experiment chart and questions transparency (attached) on overhead.
2. Instructor explains to the students that the chart should be filled out while reading activity their statistical study.
   1. Instructor models how to put an x in the column if the study meets that characteristic. Use statistical study on the Salk experiment #3 on page 77 as a model, marking how each characteristic is fulfilled and therefore marking an x in each yes column. For the questions on why is this or is this not a characteristic of the study write:
      1. The treatments were assigned randomly to subjects
      2. There was a sufficient number of subjects – 400,000
      3. There was a treatment group who got the Salk vaccine and a control group who got salt water.
      4. The study seems valid and could be statistically significant based on the design of the experiment because it meets all three characteristics of a well designed experiment.
3. Instructor passes out chart and questions characteristics of a well designed experiment sheet (1 to each student). Instructor asks students to get out their statistical study they found for homework and silently reread their study to themselves
4. Students, while reading, fill out the chart, marking if it meets or does not meet the criteria.
5. As students work on sheet, instructor should circulate among students and answer any questions.
6. When all students have finished (instructor knows by circulating through classroom), instructor passes out writing rubric (attached).
7. Instructor explains that the students will be completing a short response, about a half page, writing assignment.
8. Instructor explains 3 aspects of writing assignment:

Write on Board:

* + 1. 1 - 2 sentences summary of study
    2. 1 -2 sentences per characteristic on how it meets or does not meet the criteria and why.
    3. 1 -2 sentences validity of study’s statistical significant based on characteristics of a well designed experiment.

Verbal Explanation:

1. Summarize your study: what were they testing?
2. For each characteristic of a well designed experiment, explain if the study’s experimental set up met the criteria and how it met that characteristic. There should be a total of 3-6 sentences here.
3. Does the experiment’s set up validate whether or not the statistical study could have statistical significance based on the characteristics of a well designed experiment.
4. Students write about a half page response to statistical study including 3 aspects of writing assignment that were just explained. If students do not finish in class, have them complete it as homework.

**Differentiation:**

* For the Mi, the foreign exchange student, the instructor personally makes sure she understands the instructions and can utilize her translator for assistance.