Collaborative Group Project: Multisensory Lesson, Lesson Plan & Presentation

Purpose:
Students will cooperatively and formally plan and instruct a multisensory lesson to begin to understand the process of effective instruction. This “learning by doing” active learning is ideal for this process.

Audiences:
(1) The audience for your lesson plan part of this assignment is an effective K – 12 school administrator (not your professor).
(2) Your audience for your presentation is either primary or secondary students (you designate either one).

Assignment Time Frame:
Week 3: Assignment begins at beginning of Week 3 (group assignments and communication exchange).

NOTE: There are multiple deadlines.

Week 4: Proposed Lesson Plan is due.

Week 6: Amended and final lesson plan is due.

Week 8: Lesson presentations begin

Assignment Details
In your assigned group of 3 students, your group will work cooperatively and:

(1) Create a formal multisensory lesson plan (see Best Practices Example)
(2) Create a multisensory lesson (either using Microsoft Word or PowerPoint)
(3) Present within a time frame of 20-40 minutes your collaborated lesson
Lesson Matrix:

Perfect Score (5): All 7 elements are present. Namely,

(E1) The lesson is multisensory.
(E2) It captures and keeps the audience’s attention.
(E3) It is at minimum 20 minutes in length
(E4) It covers the topic (assigned) comprehensively
(E5) It has an interactive component
(E6) A one page informal hand-out of key points is provided for every student in our class
(E7) All members present cooperatively

Score of (4): 6 elements are present.
Score of (3): 5 elements are present.
Score of (2): 4 elements are present.
Score of (1): 3 elements are present.

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<thead>
<tr>
<th>Group Topics</th>
<th>Presentation Date</th>
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<tr>
<td>(1) Bloom’s revised Taxonomy</td>
<td>Week 8</td>
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<td>(2) Common Core State Standards (an overview, what they are…)</td>
<td>Week 8 or 9</td>
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<td>(3) Brain Rules by Dr. John Medina</td>
<td>Week 9</td>
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<td>(4) Educational Philosophy: “the big 4”</td>
<td>Week 9 or 10</td>
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<td>(5) Educational Laws &amp; Ethics: landmark cases</td>
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<td>(6) Teacher Certification Process: The Path to take…</td>
<td>Week 10 or 11</td>
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<td>(7) Revelation Theory of Learning</td>
<td>Week 11</td>
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<td>(8) Dr. Howard Gardner’s Multiple Intelligences Theory</td>
<td>Week 11 or 12</td>
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Formal Lesson Plan Assignment

All students will design a K-12 lesson plan. This should be submitted into the appropriate drop box as either a Microsoft Word or Rich Text Format document. The following format/guideline will be utilized. I have also included a Best Practices example for your convenience. Our website www.prenhall.com/kauchak has resources to assist with this assignment also.

Format:

1. Author (yourself)
2. Title of Lesson
3. Grade Level/Subject
4. Common Core Standards Association
5. Overview of Lesson
   (Brief summary of lesson: 2 sentences)
6. Purpose
   (To introduce...; To provide reinforcement...; To encourage critical thinking...)
7. Objective(s)
   (Students will learn...; Students will understand...; Students will be able to...)
8. Resources/Materials
   (List anything you or your students will need to meet the objectives)
9. Activities/Procedures
   (What the teacher will do...What the student will do...)
10. Type of instruction
    (Direct/Discovery/Cooperative learning)
11. Evaluation
    (Discuss briefly how you will evaluate that the stated objectives were mastered)
Author: Laurie McAdams

Title: Symbols of the state of Florida

Grade Level/Subject: 4th Grade Social Studies

Common Core Standard(s):

Overview of Lesson: The teacher will introduce students to each of the state symbols of Florida.

Objective: Students will recognize each of the state symbols of Florida.

Materials: Computer, LCD projector, pictures of each state symbol, crayons, colored pencils, and long cream-colored construction paper.

Procedures: The teacher will present in a multisensory manner, using computer projection, each of the state symbols: animal, beverage, bird, butterfly, day, flag, flower, wildflower, freshwater fish, saltwater fish, gem, marine mammal, saltwater mammal, play, reptile, seal, shell, soil, song, stone, and tree.

While each symbol is projected individually during the lecture, the teacher will provide significant information regarding facts, characteristics, appearance, or historical information.

Through independent learning:

The students will be able to recognize each of the Florida’s state symbols through sight or sound.

The students will be able to demonstrate their knowledge on the state symbols of Florida by creating a poster (tactile learning).

The students will display their poster comprised of Florida’s state symbols to the class.

Type of Instruction: Direct instruction, using technology, and independent (tactile) learning

Evaluation: Students will design a poster containing 5 of the 21 state symbols, which shall include pictures along with facts. The students will have class time to work on assignment, but it must be finished at home as homework and turned in the following day. Completed posters will be displayed in classroom.