



**Project Descriptor for Mini Lesson Presentations
CIED 5243 Special Methods I**

Project Title: Shopping in the Market—Teaching Vocabulary / Fairytales—Teaching Grammar

Due dates: 7-17/18 & 7-23/24

Goal: To further develop Scholar-Practitioner Tenet 2 in teacher candidates:
One who plans, implements, and models best practice

Objective: Students will show their understanding of lesson design by creating and presenting mini-lessons based on national and state frameworks.

Directions: You will teach two mini-lessons to your classmates. You have 15 minutes to teach one activity from each of your homework assignments, pp. 100 and 139. Prepare the lesson for a Level 1 class. Submit your handout to me on the day of presentation. Turn in the reflection the following day.

Your mini lesson handouts for the presentation should contain the following elements:

- Objective
- Arkansas Frameworks for Level One
- Activity
- Materials
- Evaluation

Reflection (Due following day):

- Did I achieve my objective?
- What worked well and why?
- What would I change?

To prepare for the first lesson, review the unit plan in Appendix 3.5 from the Shrum and Glisan textbook: *Teacher's Handbook*.

To prepare for the second mini-lesson, choose a fairytale that is familiar in your TL culture.

Name _____ Date _____

Rubric for Mini-Lesson Presentation 50 pts

Category	Target 5-4	Acceptable 3-2	Unacceptable 1-0
Presentation of Lesson			
Goals and Procedures	Learning goals and instructional procedures are clear	Learning goals or instructional procedures are unclear	Learning goals and instructional procedures unclear
Comprehensible Content	Activity and instructional materials or other resources appropriate for the students and aligned with the goals of the lesson	Activity or instructional materials or other resources inappropriate for the students or not aligned with the goals of the lesson	Activity and instructional materials or other resources inappropriate for the students and are not aligned with the goals of the lesson
Monitoring Understanding	Checks understanding, provides feedback to students to assist learning, and adjusts learning activities as the situation demands	Omits one of the three aspects.	Omits two of the three aspects.
Instructional Time	Uses instructional time effectively	Uneven use of instructional time	Ineffective use of instructional time overall
Use of TL	75% of language in TL	50% of language in TL	Below 50% of language in TL
Delivery of Lesson			
Appropriate voice level			
Use of Space			
Engaging Students			
Organization			
Reflection			
	Addresses strengths & weaknesses and offers suggestions for improvement	Addresses strengths OR weaknesses and offers suggestions for improvement	Does not address strengths & weaknesses nor offers suggestions for improvement