

Reading Comprehension Mini Lesson Plan

Teacher: John Berner

Content Area: Technology Education- Transportation and Navigation

Topic: Radars

(This lesson will take place before the reading lesson)

Objective: Given a verbal comprehension exam, the student will be able to understand the functions, capabilities, and uses of Radars with 80% accuracy.

Strategy Used: Analogy Graphic Organizer and Concept/ Definition Mapping

Intelligences Emphasized: Visual/Spatial, Mathematical/Logical, Naturalist, (could be kinesthetic and interpersonal with a hands on student demonstration)

Hook: I feel that police usage of radars is a good hook, because it draws concern for the accuracy they have when a student is pulled over for the gun's accusation that they had been speeding.

Procedures:

- have the students read the paragraph
- pre-assess their current knowledge of radars and uses in technology, raising questions and expanding on ranges of thoughts, ideas, and perspectives that they had not yet thought of
- use diagrams and analogies of sound and physical travel to teach students the basic principles of radar operation
- have a couple students demonstrate the analogies in front of the room with noise makers (had not been done, but if it had been it would emphasize kinesthetic and interpersonal intelligences)
- use concept mapping to show how each principle is related and dependent on the others

Closure:

- ask students to take the concepts learned and relate them to each of the different technologies we had talked about previously

Materials/Equipment Needed:

- marker-board or overhead projector for diagrams
- copies of the reading material

Evaluation:

When comparing this mini lesson to the first one I had done, I felt more comfortable this time relaying concepts and ideas using the concept mapping method. I seemed to be more organized and more prepared to answer questions after having broken the content down into sections. I like concept maps because they get to the heart of your

lesson plan's goal without being carried too far away from the subject at hand. Analogies are natural for me. Even sitting here at the computer typing, I have come to realize that a concept map is like the home row on a keyboard. There is always a main concept to return to. The goal of teaching is to guide a student in making mental connections, and that is accomplished in such away as your fingers reach out in a new direction from the home row on the keyboard to hit another letter representing defining principles. Returning to the main concept makes it easier to retrace steps and cover missed points without causing confusion in the students' heads.

In contrast, I feel that my first mini lesson was better in that it grabbed and obtained more attention. Props and demos aren't always possible, and I know that the diagrams accomplished my goal, but I now wish I would have invited class participation to demonstrate examples, rather than using the board. I believe I would have had more enthusiasm and mental connection taking place with emphasis on the kinesthetic and interpersonal intelligences.

When I teach, I am going to try to keep in mind that concept mapping is a method that can be used even with exciting never before seen demonstrations and activities. I am not confined to just the diagrams and maps as I felt I was.