

Muskingum University
Teacher Education Programs
Lesson Plan Format

Teacher:

Grade:

Subject:

Lesson Title:

I. Learning Goals

Learning Target:

Describe the exact learning expectations for students. The learning target should include an active verb denoting a specific cognitive level on Bloom's taxonomy and a clear description of the learning outcome. You may include measurable targets in the learning target or incorporate them directly into the assessment criteria. This can be written in student-friendly language if desired (i.e. "The student will be able to...", or "I can....").

Content Standards:

Content standards can be CCSS or Ohio Learning Standards. Only one standard is necessary, although sometimes two standards can be fully supported by the lesson. More than two standards limit your ability to fully demonstrate that the learning objectives of this lesson (per the assessment outcomes) completely support the entire standard. Include the entire standard (as written).

Interdisciplinary Connections:

This section should include a minimum of two interdisciplinary connections. Explain how this lesson can generalize skills or strategies in another content area, and/or how other content areas are incorporated into your instruction. Including a standard for at least one discipline is preferred. You can reference professional organizations for standards as well (NCTM, NCTE, ISTE, IDA, CASEL, etc.)

II. Student Background Knowledge and Experience

Necessary Prior Knowledge and Skills:

What should your students already know or know how to do to be successful in this lesson?

Anticipated Errors and Misunderstandings:

What do you anticipate will be difficult for your students to understand? Are there components of the lesson where students could become confused or have misunderstandings? How will you prepare for this before teaching your lesson?

Preassessment of Knowledge and Skills (Include Pretest Data):

This is also where you present the preassessment tools that you will use for this lesson and how you plan to use them to guide instruction. If you conducted the preassessment prior to this lesson, then you would include the data in this section. Be sure to comment on how you analyzed the data for this lesson.

Accommodations for Diverse Experiences (Cultural & Linguistic):

Include how you are addressing any cultural and/or linguistic differences and how you will integrate the diverse experiences that your students bring to class.

III. Instructional Procedures

Content Summary (including concepts and essential understandings):

Write a brief summary explaining the concepts in the lesson and what they are designed to teach your students. Explain how you are planning to differentiate this lesson to help your students based on the following UDL principles.

Strategies for Multiple Means of Engagement (anticipatory sets, flexible groups, whole group/small group/individual instruction, etc.):

Each one of your students has their own unique interests and challenges and are motivated to learn in a different way and/or by different things. List some ways that you will provide multiple formats, tools, technology, and work environments for students to learn the material based on their individual learning needs.

Strategies for Multiple Means of Representation (presentations, graphic organizers, audiobooks, videos, concept maps, varied texts, demonstrations, presentations, guided notes, etc.):

Each one of your students acquires information and knowledge differently. List some ways that you will present your content in different ways to address learner variability in your classroom.

Strategies for Multiple Means of Action and Expression (oral presentation, poster summary, readers' theater, role play, video, paper, models, etc.):

Not every student is good at test-taking or oral presentations. List some ways that you will offer students choices to demonstrate what they have learned to support the learning needs of all students.

Teaching Methods:

Your approach is either whole group, small group, or individual instruction. Is your lesson teacher-directed or student centered? In this section, you can also discuss what you have selected to use as resources/materials in addition to the approach to teaching. Outline what the teacher(s) will be doing and what the students will be doing.

Academic Language (content vocabulary AND general academic vocabulary used across the discipline e.g., Bloom's Taxonomy, key words, phrases, and symbols:

Note: address each of these specifically listing the academic language students are expected to learn and use.)

Content Vocabulary:

The vocabulary students must know for this lesson (specific to this content).

General Academic Vocabulary:

The language function used should be listed here. These are the verbs selected from Bloom's Taxonomy that you used in your learning target. They also align with the verb in your selected standard (i.e. analyze, create, identify, describe, evaluate). These verbs can be generalized across academic content areas.

IV. Classroom Environment

Room arrangement (with rationale provided):

Rationale must be provided for the physical arrangement of the learning environment for instruction.

Grouping patterns (with rationale provided):

Rationale must be provided for how you are grouping students for instruction.

Materials:

Student Needs: What do the students need?

Teacher Needs: What does the teacher need?

Resources:

All resources needed for this lesson should be referenced here. Websites should be listed with the appropriate link, texts should be listed as an APA citation, and resources (worksheets, manipulatives, etc.) and presentations (PowerPoint, Google Slides, etc.) should be listed and also attached to the lesson plan.

V. Instructional Activities

Lesson sequence (include important *questions* to ask students), time allotted, **thorough** description of each. Lesson sequence should demonstrate gradual release of responsibility (I Do, We Do, You Do) and purposeful connections with learning target and assessments.

The lesson sequence should be thoroughly described and include questions, transitions, prompts, and activities. Imagine a substitute teacher has been asked to cover your class. Outline the lesson so they know exactly what to do to meet your stated learning outcome. 😊

Opening (minutes):

What is your hook? Draw the students into your lesson! If there is a preassessment or anticipation guide, then it would be explained in this opening section. Consider questions that will elicit students' prior knowledge and experiences to relate to their personal background and interests. If the lesson requires modeling ("I Do") for more explicit or direct teaching strategies, then it would be explained here with details about your metacognitive processes.

During (minutes):

This section of your lesson should be detailed. You can reference time allotted for specific activities if it is beneficial to the instruction process. Mention how you will engage the students in the different activities. If the lesson includes guided practices ("We Do") for more explicit or direct teaching strategies, then it would be explained here with multiple means of practice, supports, and feedback opportunities.

Closing (minutes):

This section of your lesson brings the necessary closure and reiteration of the learning objectives. If your lesson includes independent practice ("You Do") for more explicit or direct teaching strategies, then the independent work would be

outlined in this section. Describe how you will provide feedback to your students. Any post-assessment for the lesson would be mentioned here as well and included in Section VII. If the lesson is part of a lesson sequence, then the next steps should be bulleted to demonstrate the progression of the learning sequence.

VI. Assessment/Evaluation

How will you know if **each** student has met the learning goals? Include assessments and evaluation criteria.

Lessons plans must demonstrate varied use of PLANNED assessments. There should be at a minimum, three assessments representing both formative (2) and summative formats (1). Assessments should support the overall learning target and be able to demonstrate student learning for the entire standard. Reference to where the assessments are conducted in your lesson should have been included above in your instructional activities. Assessments must be attached to this lesson plan.

Description of Assessment would be the name of the assessment (i.e. Venn Diagram) and the evaluation criteria would explain what students will do to show what they have learned. Criteria outlines what is ‘good enough’ or the proficiency/mastery of the objective (i.e. Students will complete a Venn Diagram identifying four similarities and three differences between the two texts examined in class.) The evaluation criteria should include the minimum measurements for proficiency, such as “4 out of 5 correct” or “with 80% accuracy” when applicable. Rubrics and scoring sheets used for assessments would be included immediately following these tables, or as an attachment.

Formative strategies:

Formal or informal assessments that check for student understanding during the lesson. These assessments ‘inform’ your instruction during the lesson.

Description of Assessment	Evaluation Criteria

Summative assessment:

Formal or informal assessments that check for student understanding after the lesson. These assessments ‘sum up’ what your students should have learned as a result of the lesson.

Description of Assessment	Evaluation Criteria

Evaluation Criteria (attached)

If a rubric or specific evaluation criteria is used, attach it to the lesson plan.

VII. Adaptations (e.g., IEP, 504 plans, WEP)

Modifications: If lesson objective and/or significant content learning goals need to be changed to alter the expectations for a student (e.g., reduced number of problems, or lower-level Bloom's or for gifted student(s) extensions to advance progress).

Accommodations: If other components such as method, activity or materials of lesson are changed to help students meet the learning goal (e.g., extended time, scribe, reader, spell checker, electronic device, or guided notes).

This table should be completed for at least two students with diverse needs. If you do not have student information (IEP, 504, etc.) from your cooperating teacher, then you need to create student profiles. Differentiation must be across different learning needs, for instance, both student profiles would not be ELL.

Accommodations help support the student in meeting the learning goal. Modifications are changes to the learning goal to support the student at their level of learning.

Paraeducator/Co-teacher support outlines the roles and responsibilities of those individuals working directly with the student when you are teaching this lesson.

Student's First Name			
What needs are you addressing for this student in this lesson? (gifted, ELL, dyslexia, special needs: physical, cognitive, emotional, etc.)			
Focused SDI Strategy (List at least one type/form of SDI that you are providing as outlined on the IEP.) -OR- Identified Learning Goal (Note the individual learning objective designed for each student in this lesson.)			
Teaching Methods			
Teaching Materials			

Academic Language (Identify variation based upon student needs)			
Student Activities			
Student Needs/Assistive Technologies Mild: <i>List the Scaffolds/Tools Used in the Lesson</i> Moderate: <i>Outline the Accommodations/Tools Used in the Lesson</i> Intensive: <i>Define the Modifications/Tools Made to the Lesson</i>			
Paraeducator Co-teacher Support (Describe the co-teacher's role in the lesson for each student.)			
Assessment/Evaluation (Allows for student demonstration of learning)			

VIII. Pretest/Posttest Data Assessment and Analysis (include pre/posttest assessment table and narrative analysis)

A data table of the pre/posttest assessment would be included in this section with a brief narrative summary of the assessment. Particular attention would be given to individual pre-posttest items for further analysis.

IX. Reflection (if lesson is taught):

Your reflection should address whole group, small group, and individual instruction outlining what worked and what needs changed. You will justify your proposed changes and adjustments for student learning with supporting research and theory.

- What went well? How do you know?
Share the success of the lesson! Way to go!
- What did not go well? How do you know?
No worries...you can change things for the next time! It doesn't have to be perfect!

- If you could teach this lesson again, what would you do the same? Why?
This shows how well you planned and knew your students! Relationships!
- What would you do differently? Why?
This shows how you are growing as an educator to help your students! YAY!
- Which individual or group did particularly well? How do you account for this performance?
Don't forget those anecdotal notes! What were you observing during your teaching?
- What will/would you do tomorrow or try in the future with this individual or group?
What are the next steps for this concept? What would you want your students to do next?
- Which individual or group appeared to be having problems? How do you account for this performance?
From your observations, were there times when students were confused or struggled in their learning? What do you think affected them?
- What will/would you do tomorrow or try in the future with this individual or group?
Based on your knowledge of the student(s), what could you do to reteach and/or support their learning?
- Why will these proposed changes/adjustments improve student learning? What research/theory supports these changes?
Explain how your instructional strategies will help by supporting your response with research/theory. Show what you know!