

LESSON PLAN ASSIGNMENT - SAMPLE, 3RD QTR. & 4TH QTR.

Find a partner who has a field experience in the same grade as you.

Go select a book that you want to use to "TEACH A LESSON" Use the format that has been provided to you for completing all formal lesson plans.

- I. FILL IN THE IMPORTANT INFO** with your cadet name(s), cooperating teacher you would be teaching this in, date of lesson/time of lesson(make one of for this assignment), title of lesson and the topic/subject area for which the lesson is created.
- II. LESSON OBJECTIVES OR LEARNING TARGETS:** Explain what the students should know and be able to do upon completion of the lesson. Clearly identify the knowledge and skills that they will acquire. Ensure that your students know what they will learn, why it is important to them and how it relates to their lives or their learning? **These lesson objectives must be specific and measurable.**
*These may be stated as **Learner Objectives** with the following wording:*
At the completion of this lesson students will be able to:
1. underline at the action verb is 15 sentences
 2. color the parts of a cell common to all cells, when given a diagram of a cell
 3.
- OR as **Learning Targets** for the students to self-assess at the end of the lesson
1. I can identify action verbs in 15 sentences by underlining them.
 2. I can color the parts of a cell that are common to all cells, when given a diagram of a cell.
 3. I can
- III. ANTICIPATORY SET/HOOK/BUILD BACKGROUND KNOWLEDGE/LINK TO PRIOR LEARNING:** How will you will "hook" or motivate the class? What will you use to capture students' attention and access their prior knowledge? State the objective either here or in the next section. Tell students how this lesson will help them either in their lives or in other curriculum. What will be said to introduce the activity? Include a script of what you will say and do.
- IV. UNIT COURSE CONTENT THIS LESSON REVIEWS:** Where does this lesson "fall" in the scheme of things(ex. Learning the planets is taught within the solar system unit.
- V. INSTRUCTIONAL STRATEGIES/EDUCATIONAL THEORIES UTILIZED/LEARNING STYLES(and how?)**
what are you going to do to :
- To motivate students and help them focus attention
 - To organize information for understanding and remembering
 - To monitor and assess learning. encouragement to self-monitor and self-correct
- And what tools are you going to use for reflecting on and assessing student learning?
- VI. CORRELATING MICHIGAN CURRICULUM STANDARD:** List the Illinois Learning Standards found at <http://www.isbe.net/ils/Default.htm> appropriate to lesson, subject and grade level. Include the letters and numbers of appropriate benchmarks for each standard. These standards delineate what students should master from this lesson.

VII. MATERIALS/ARTIFACTS/TOOLS/RESOURCES NEEDED: Research sources that extend your depth of understanding of the topic to be taught, enhance your lesson and extend the information in the teacher’s manual. This may include teacher resources like; on-line teacher websites and instructional materials like Pinterest, the publisher’s website for the text, other teacher manuals, you tube videos, videos, journal articles; and school personnel. List all resources used to create your lesson.

Materials needed for this lesson: Using the chart format shown below, list materials needed for students and teacher. Be sure they are readily available for the lesson.

Materials Needed by the Teacher	Materials Needed by the students
SmartBoard	Text book called.....
timer	Colored pencils

VIII. QUESTIONING - The questions you ask should help students not only practice skills that you are teaching, it also allows you to see is students are grasping the information that is being taught. Good questioning also communicates the facts, ideas, and ways of thinking that are important to student learning in your lesson.

IX. ACCOMMODATIONS - You will have students that you will have to make accommodations for in each and every lesson that you teach. The term "**accommodation**" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. Accommodations allow students with disabilities to pursue the same course of study as your students without accommodations. Accommodations are added to lesson plans include providing extra time, reading text aloud, allowing students to work with partners, providing bilingual dictionaries and sentence frames, and reducing the reading and writing load for ELL students

X. Type OF INSTRUCTION FORMAT – Are you teaching this lesson one-on-one, in a small group or to the entire class?

XI. PROCESS: How are you going to teach the Lesson to the class. What are the instructional methods you are going to use to teach the information to students. Please be as detailed as possible. Act as if you have to describe every step that needs to be done to a teacher that is doing the lesson for you. Make sure that you list ALL activities you will use to deliver instruction. Include a script of what you will say and do in a step by step procedure. You also need to create **time allotted/windows of time** for each component of the lesson.

- a. **Opening / Anticipatory set/Introduction:** How will you introduce and teach the concept, process, or skill to fulfill the Objective(s)/Learning Target(s)?
- b. **Step by Step Procedures/Activities:** Layout out ALL of the steps that would need to take place for lesson to be taught?

c. **Guided Practice/Independent Practice**: Students need to practice what they have learned under the direct supervision of the teacher. What activities or discussions will be used to enable students to apply, extend or elaborate upon targeted objectives within new situations?

d. **Closure/Summary**: Closure allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and the future, or in other words – MAKE MEANING. Closure is an opportunity for formative assessment and helps the instructor decide:

- if additional practice is needed
- whether you need to re-teach
- whether you can move on to the next part of the lesson

Closure comes in the form of information from students about what they learned during the class; for example, a restatement of the instructional purpose. This information then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to teach and have the students learned what you intended to have them learn? What “culminating” activities will you use? Will you summarize, introduce the next concept, engage students in a focused group activity, and/or have students make connections to prior knowledge?

d. **Assessment/Evaluation**: Check for understanding. How will you assess student learning? What objective measures and other assessment procedures will be employed to check for student understanding...throughout the lesson?

- a. What measures will be used during the lesson?
- b. What measures will be used following the lesson?
- c. When and how will you measure what the students retained from the lesson and their ability to apply the concept(s) taught?

Assessment may be informal/formative/for learning or formal/summative/of learning. Both types of assessment may take place during one lesson. List what questions and when you will ask them to insure understanding. These questions should include varying levels of thinking from recall, to application, to synthesis and connections directly the content, and to life situations situation, and possibly new content and/or curriculum. Refer to Bloom’s Taxonomy for ideas(on website).

XII. **Differentiated Instruction**: Identify specific teaching strategies and tactics that will be used to adapt/modify curriculum and instruction during the lesson, in order to address the diverse learning needs of all students in the classroom.

XIII. **Strategies for learning and management**: What will be done to keep all students engaged and to maintain good classroom management? Ex. Proximity, Calling on all students, etc.

XIV. **Reflection**: Answer the following questions about your lesson, instructional approach, and classroom management strategies:

- What went well?
- What did not work the way you hoped or what limitations occurred?
- What would I do to improve this lesson?