

Elementary Lesson Plan Detailed Description

1. State Standards: Standards refer to state approved, subject and grade level specific, documents. Lessons must address at least one standard. District level curriculum documents usually link objectives to standards, however, you may also identify appropriate standards by consulting the state department of education's listing of approved state standards for your content area.

2. Teaching Model: For methods courses, this maybe dictated via a methods instructor's syllabus. Simply put the name of the teaching method(s) here, eg: "Direct or Indirect Instruction" – Cooperative learning; Centers

3. Objective(s): If you are placed in a field experience, objectives should be sourced from specific district specific curriculum documents. When providing an objective, also provide any specific numbering that refers to district curriculum and state standards. Include four parts; Audience, Behavior, Degree, Condition
If you are not using a district specific curriculum document: using Bloom's (revised) taxonomy, clearly state the objective(s) of the lesson. The objectives should be SMART (student---centered, measureable, attainable, reasonable, and teachable). Make sure you consider higher levels of learning and ensure that you have considered and addressed cognitive, affective and psychomotor domains (as applicable). Also, align the standards from #1 above to your objectives. Which objective(s) meet which standard(s)

4. Materials & Resources: Use a variety of modes and materials (e.g., use of internet, textbooks, handouts, overhead transparencies, PowerPoint, videos, guest speakers). Include description of quantity, distribution and collection strategies.

5. Instructional Procedures: *General Guidelines*

This section includes the a. Motivation/Engagement, b. Activities or Student Learning Experiences, c. Closure, and d. Extension and Contingency Plans.

- Indicate an estimated time for each step in the instructional procedures.
- Steps: Is the new material presented in small steps, focusing on one skill or concept at a time? Are there sufficient and appropriate examples? Are examples concrete?
- Management issues: Where and how will the transitions in the lesson occur? How will you begin? What is your quiet signal?
- Technology use: What technological aids are you use to help students' understanding? Is there evidence of technology and audio---visual use/integration?
- Student learning: Are there opportunities for active learning? Are you addressing different modes, styles and ways of learning? Are students sufficiently prepared for student practice? Is there sufficient student practice (where appropriate)?

Are these aligned to the objectives of the lesson? Is there sufficient teacher feedback during student practice?

Specific Guidelines

a. **Motivation/Engagement:** Explain how you will establish set and how much time the lesson will take. Explain how the objectives of the lesson will be communicated to students. Describe the motivational techniques you will use. Explain how this lesson links to prior knowledge, learning experiences, and other lessons. What is your hook to engage the students?

b. **Activities or Learning Experiences:** State how the activities or learning experiences help students meet the objective(s) of the lesson. Estimate how much time each step will take. Describe the motivational techniques you will use. Explain how the activities or learning experiences link to prior knowledge, learning, and lessons. Clearly outline teacher and student actions for each step of the instructional procedure. Identify Lemov, Kagan and Questioning Strategies.

c. **Closure:** State how the lesson will end and how you will ensure student understanding. Explain what students can expect in future lessons. In your closure, you should refer to the objectives that were introduced in the beginning of the lesson.

d. **Extension and Contingency Plan:** Describe what you and the students will do if time remains in the lesson, especially if the students have achieved mastery or understanding of the content.

How can you extend their learning in the remaining time? List some extensions to the lesson and the procedures for them. Describe your contingency plan if you need to cut the lesson short due to unforeseen circumstances. What can you cut or move without drastically changing the learning outcomes?

6. Modifications and Accommodations: Explain how you modify the lesson and/or accommodate the classroom environment for diverse learners (e.g., special needs students, ELL, differences in learning styles, different abilities, cultural differences). In the field, as much as possible, refer to your PSMT for specific students' IEPs and/or 504 accommodations in order to align the lesson to their specific needs.

7. Student Assessment: Generally, the assessment tools should be based on the teaching model and aligned to the instructional procedures and objectives of the lesson. State how you will review and check for student understanding during and at the end of the instructional process. Use a variety of ways to check for student understanding. Provide an accounting of formative and summative assessments in the lesson.

If you are in Practicum 2 and Internship, your formal lessons must include the detailed assessment of student work included here:

Formative Assessment:

- a. Use of student artifact
 - I. Item analysis/Attach sample of student work
 - II. Teaching strategy used
 - III. Next steps/new effective re---teaching strategy
 - IV. Results of next steps
 - V. Reflection about your teaching approach and implications for future practice

Summative Assessment:

- a. Describe method for summatively assessing students
 - I. Summative assessment of achievement based on objective
 - II. Have students achieved desired objectives?
 - III. Have you used effective questioning techniques to promote critical thinking?
 - IV. Did you use a variety of assessments in order to accommodate different learning styles?

Data collection procedures for formative and summative assessments may include observations, interviews, graphic organizers, performances, products, tests, drawings, written communications, etc. Be sure to specify how you will collect the data and what data you plan to collect. For example, if you plan to "observe" students, be sure to identify what you are looking for and create a checklist for record---keeping purposes. If you plan to interview them, develop your questions. If you plan to assess an activity, product or writing, develop a rubric.

8. Homework: Describe the homework assignment, how it is aligned to the instructional objectives and process, and how it should be assessed. If you do not have a homework assignment provide an explanation, for example "No homework necessary because lesson objectives were met during class time."

9. Reflection: if the lesson is taught in the field, then this reflection should be completed after the lesson was taught. Consider how your expectations were or were not met and consider reasons why. Include: strengths, concerns and insights.