Teacher Preparation Programs Lesson Plan Template Key Assessment

Name: _____ Date of Lesson: _____

Grade Level _____ Content_____ Time Frame _____

Lesson Overview
Central Focus
Standards (Common Core State Standards, or Other Appropriate Standards)
Rationale/Purpose/Context of the Lesson
Objectives/Learning Outcomes (Including Academic and/or Social Emotional Objectives)
Academic Language (For ELE, MGE and SEC: MATH, SCI, SS, ELA programs only):

Academic Language: Vocabulary	Academic Language: Function

Assessment of Lesson Objective(s)
Instructional Materials
Technology
Differentiation/ Planned Supports: Accommodations/Modifications

Lesson Procedures
Opening
Instructional Procedures (Including Formative Assessments)
Closing

Directions for Completing Lesson Plan

Grade Level, Content Area, Time Frame

Indicate the grade level/s of students for which the lesson is designed. Indicate the content area/s that are focused on within the lesson. Indicate the amount of time it will take to complete the lesson. Consider the appropriateness of the time frame: have you appropriately planned enough time to fully cover all components of the lesson, including a possible student practice component?

Central Focus

The central focus is an understanding that you want your students to develop in the learning segment. It is a description of the important identifiable theme, essential question, or topic within the curriculum that is the purpose of the instruction of the learning segment. Examples of central focus might include retelling, persuasive writing or summarizing text; for math, equivalent fractions or equivalencies. Clearly detail the central focus of the lesson.

Standards

Identify the appropriate standards that align with your lesson. When writing a lesson plan, it is important to limit the number of standards you attempt to meet in a single lesson. You cannot meet several standards in a limited amount of class time. Be sure your standards reflect the main topic of the lesson. **Include the complete text for each and not simply the numbers and letters.** Use the links below for an easy "cut and paste" of the standards into your lesson plan.

- **Common Core State Standards (CCSS) for English/Language Arts [ELA]**: Identify the Strand, the Anchor Standard, the Grade Level Standard, and, if applicable, the Sub-Standard. http://www.corestandards.org/ELA-Literacy/

- **Common Core State Standards (CCSS) for Mathematics**: Identify the Domain, the Standard, the Cluster Item, and the Cluster Sub-Item if applicable. http://www.corestandards.org/Math/

- **Next Generation Science Standards:** Include the Grade Level, Disciplinary Core Idea, the Title, and the Performance Expectation. https://www.nextgenscience.org/

- **Illinois Learning Standards for Social Science** (2016): Use this link: https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx

- **Illinois Learning Standards (2012)**: Identify the Illinois State Goal for the specific content area, the appropriate Learning Standard, and the Benchmark at the correct level for the lesson you are planning. https://www.isbe.net/Pages/Learning-Standards.aspx

- **Illinois Social-Emotional Learning Standards**: https://www.isbe.net/pages/social-emotional-learning-standards.aspx

- **Illinois Early Childhood Standards:** https://www.isbe.net/documents/early_learning_standards.pdf

- **Foreign Language**: https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary

- **English Language Development Standards:** https://www.wida.us/standards/eld.aspx

Rationale/Purpose/Context

Provide a rationale or purpose of the lesson explaining why it is **important for students** to learn what is planned in the lesson. Some things to consider: How is this lesson is related to on-going curriculum? Where does this lesson fit within a sequence of lessons? What are the personal, cultural, and community assets of this group of children and their prerequisite skills? How might this lesson relate to students' language and literacy development? Is there a home school connection that could be supported with this lesson?

Objective(s)/Learning Outcome(s)

The objective/learning outcome (also called an instructional objective or behavioral objective) should include the **content** to be learned and an **action verb** describing how the students will demonstrate they have learned the content (this must be a measureable action). Avoid language that is not measureable – such as know, learn, recognize, understand – and avoid activities – read a book, do a worksheet, practice multiplication. The objective(s)/learning outcome(s) should be closely linked to the standard you have chosen for this lesson.

Examples include …

Students will be able to identify the capitals of the states in the Midwest Region.

Students will be able to explain what new words in a story mean.

Students will be able to compare decimals from smallest to largest when given a list of decimals.

Students will be able to represent the steps to solve two-step word problems.

Academic Language

Academic language is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings. It includes the oral and written language and visual representations used for academic purposes. Plan and describe instructional supports that will help students understand and use the language you have identified related to vocabulary and language function.

Vocabulary

Identify the vocabulary (subject-specific words, symbols, and general academic words) that will need to be addressed.

Language Function

Identify the major language function all students need to develop in order to express their understanding of the content within your lesson. Choose a task within your lesson where students have an opportunity to practice your identified language function.

Assessment of the Lesson Objectives

Describe how you will determine if all students met the lesson objective and learned what you intended them to learn. Make sure there are direct connections between the objectives and the assessments. Describe specific formative and/or summative assessments applied. and include the assessment tools with the plan. If you are using observation and/or participation as assessments, devise a way to keep track of the students' performance on this assessment. Consider how you will track or grade the assessment using evaluation criteria (points, rubric, met/not met, etc.) for feedback purposes.

Instructional Materials

List all of the materials that you used to plan and teach this lesson. This includes texts, worksheets, handouts, supplemental materials, etc. Include copies of any documents given to students. If you use texts or literature, include an image of the cover of the books if possible. If you are using an electronic whiteboard, include copies of what will be displayed. Use resources that are designed to engage students in the lesson.

Technology

Include web sites, and assessment tools you used to plan and teach this lesson to students. Use resources that are designed to engage students in the lesson.

Differentiation, Planned Supports: Modification and Accommodations (i.e., special needs, language needs, enrichment, etc.)

When you are planning for instruction, consider the differences in students who are in the classroom and how you can support every student's learning within the lesson. Plan and describe how you will ensure that all students will be able to participate successfully in the learning activities through a differentiated approach to teaching and learning. Make sure to consider advanced students as well as struggling students. Consider culture, sexual orientation, language, family structure, gender, religion, ethnicity, gifted, special needs and other relevant areas.

Lesson Procedures (Include the time frame for each part of the lesson)

Opening:

How will you begin the lesson? What is the first thing you will say or do? Begin with a hook or a bridge.

Hook – How will you build student interest in the lesson? How will you get students actively interested in the lesson you will be teaching in an efficient manner?

Bridge – A bridge is a reminder from earlier lessons that will help students understand the current lesson. Is there prior instruction that you need to review that will be helpful to students in this new lesson?

Instructional Format:

Develop a **numbered or bulleted, step-by-step list** of how you plan to proceed through the lesson. What will you say? What will you do? What will the students do? What questions will you ask? What responses do you expect? List the activities the students do. List any examples you need to plan in advance of teaching.

Instructional Engagement:

Your goal is to have students be actively engaged in the lesson. Consider developmental age/stage and needs of students, use of appropriate questioning strategies to maintain engagement.

- Your teaching should include encouraging students to make connections to themselves and others. If you plan to assign homework, enrichment or extension of the lesson, include it in this section of the plan. Develop your step-by-step list complete enough so that **another person** would have all the information needed to teach this same lesson. If applicable, include the following components: Modeling, Guided practice, Independent practice.
- Include in your instructional procedures teaching and learning that encourages students to apply what they have learned to real world issues and problems.

Closing:

The closing of the lesson should be directly connected to the objective/learning outcome(s) stated at the start of the plan. Describe how you plan to end the lesson. Think about how students or you will briefly summarize the key ideas from the lesson.

Rubric for Assessing the Lesson Plan

Lesson Plan Elements	STANDARDS: InTASC & Prof. Standards	Missing	Unsatisfactory	Basic	Proficient
Central Focus	InTASC 7 ACEI 3.1 NAEYC 5 AMLE B2a, b CEC 3, 5 NCSS1a NCTM- 1a NCTE III.1, IV.4 NSTA 1a ACTFL 4	Required component missing	Does not adequately identify an important core concept.	Identifies an important core concept but it is not fully aligned with learning objective(s).	Identifies an important core concept that is aligned with learning objective(s).
Standards	InTASC 6, 7 ACEI 3.1 NAEYC- 5 AMLE B2a, b CEC 3,5 NCSS 2a, 3b NCTM- 3a NCTE- V.1 NSTA 1b, 1c ACTFL 4	Required component missing	Standards are not adequately addressed.	Some appropriate standards representing learning goals or benchmarks are included.	Appropriate standards representing learning goals and benchmarks are included.
Rationale/ Purpose/ Context	InTASC 4, 5, 7 ACEI 3.1 NAEYC 5 AMLE B2a, b CEC 3,5 NCSS- 2c NCTM- 1a NCTE V.2 NSTA- 3b ACTFL 3	Required component missing	The rational does not support student learning.	A partial explanation of the importance of the content for students to learn is included.	A well-informed explanation of the importance of the content for students to learn is included.

Lesson Plan Elements	STANDARDS: InTASC & Prof. Standards	Missing	Unsatisfactory	Basic	Proficient
Objective(s)/ Learning Outcome(s)	InTASC 4, 6, 7 ACEI 3.1 NAEYC 5 AMLE A1c, B2b, D5b CEC 3,5 NCSS- 2b NCTM- 1a NCTE III.3, IV.3 NSTA 3a ACTFL- 4	Required component missing	Objectives are not aligned to standards.	Objectives are aligned to the standards, but not fully descriptive of the content students will learn.	Objectives are aligned to the standards, fully describe the content students will learn and demonstrate student learning in measurable ways
Academic Language	InTASC 1 ACEI 3.1 NAEYC N/A AMLE 2a, 4a CEC 4 NCSS- N/A NCTM- 2d NCTE III.5 NSTA 3a ACTFL N/A	Required component missing	The plan does not include appropriate academic language of the discipline.	The plan identifies the academic language of the discipline necessary to help students understand and engage in meaningful learning.	The plan identifies the academic language of the discipline necessary to help students understand and engage in meaningful learning. AND identifies instructional supports that will help students understand academic language related to both vocabulary and language function.
Assessment(s) - Learning Outcomes	InTASC 6 ACEI 4.0 NAEYC- 3 AMLE- C4a, b, c CEC 4 NCSS- 3a, 3d, 3c NCTM- 3f NCTE- III.4, IV.2, V.3 NSTA 5a ACTFL- 5	Required component missing	Formative and/or summative assessments are not aligned with the learning outcomes.	Formative and/or summative assessments are aligned to the learning outcomes.	Formative and/or summative assessments show a clear alignment to the learning outcomes AND qualities used to judge levels of performance provide useful feedback
Instructional Materials	InTASC 1, 2, 3, 4, 7, 8 ACEI 3.5 NAEYC 4 AMLE- B2a, c CEC 2, 3, 5 NCSS- 4b NCTM- 3c, 4b NCTE I.1 NSTA 1c ACTFL 4	Required component missing	Instructional materials are not appropriately addressed in the plan.	Instructional materials are listed, but may not be engaging for students.	All instructional materials are listed and are engaging for students to promote meaningful learning.
Technology Materials	InTASC 1, 2, 7, 8 ACEI 3.5 NAEYC 4 AMLE- B2a, c CEC 5 NCSS2e NCTM 3c, 4e NCTE V.4 NSTA 3a ACTFL 4	Required component missing	Technological resources are not appropriately addressed in the plan.	Technological resources are listed, but may not be highly engaging for students.	Technological resources are listed and are highly engaging for students to promote meaningful learning.

Lesson Plan Elements	STANDARDS: InTASC & Prof. Standards	Missing	Unsatisfactory	Basic	Proficient
Differentiation/ Planned Supports: Accommodations /Modifications	InTASC1, 2, 3 ACEI 3.2 NAEYC 5 AMLE- A1a-c, B2b CEC 3, 5 NCSS-5a NCTM- 3c NCTE- V, VI NSTA 3c ACTFL3	Required component missing	Individualized needs related to student diversity are not appropriately addressed in the plan.	Individualized needs related to student diversity are addressed.	Individualized needs related to student diversity are relevantly addressed AND include methods that facilitate maximum student learning.
Procedures: Opening	InTASC3, 4, 5, 7 ACEI 1.0 NAEYC5 AMLE- B2a, B3b CEC N/A NCSS4a NCTM-5a, 5b NCTE V NSTA3a ACTFL 3	Required component missing	Lesson opening does not include a hook.	Lesson opening includes a hook that engages students	Lesson opening includes a hook that highly engages students AND activates prior knowledge.
Procedures: Instructional Format	InTASC 3, 4, 5, 7 ACEI3.1 NAEYC 5 AMLE B2a, B3b CEC 2, 3, 5 NCSS4b NCTM- 5a, 5b NCTE– V NSTA 2b ACTFL 4	Required component missing	The plan provides a summary description rather than step by step instructional procedures.	The plan provides procedures but omits necessary steps and clear directions for delivery.	The plan fully details step by step instructional procedures so that the lesson has clear directions for delivery.
Procedures: Instructional Engagement	InTASC7, 8 ACEI 3.4 NAEYC5 AMLE- C4a-d CEC 2, 3, 5 NCSS 4b NCTM5a, 5b NCTE III.1, IV.1 NSTA 3b ACTFL 4	Required component missing	Instructional procedures are not designed to maintain meaningful active student engagement.	Instructional procedures are designed to maintain meaningful active student engagement.	Instructional procedures are designed to maintain meaningful active student engagement. AND model and engage students in making real world connections to their own and others' lives.
Procedures: Closing	InTASC7, 8 ACEI3.1 NAEYC 5 AMLE B2a-c CEC N/A NCSS4a NCTM- 5a, 5b NCTE III.1, IV.1 NSTA- 3a ACTFL-4	Required component missing	Lesson closing does not summarize key ideas.	Lesson closing summarizes key ideas related to the lesson objective(s).	Lesson closing engages students in summarizing key ideas that are directly related to the lesson objective(s) AND connects to future learning.