

Lesson Planning Guide



The MSU lesson plan is based on the direct connection between lesson planning and effective instruction (Lambert, 1988). It is structured upon the 3-step framework of Backwards Design (Wiggins & McTighe, 2007): identify desired results, determine acceptable evidence, and plan learning experiences and activities. It also encompasses MSU's conceptual framework of the *Reflective Experiential Teacher* (found in our Teacher Education Handbook: <http://www.mayvillestate.edu/prospective-students/academics/teacher-education/>) who is prepared to differentiate for the diverse learning needs of today's students. The MSU Lesson Plan Template is designed to scaffold the thinking, skills and attitudes of teacher candidates with the goal of automaticity of the planning process. It is recognized that planning will be simplified, with less detail, when candidates become licensed teachers. However, their thought process remains. This type of preparation will give them the skills to engage in a similar, yet abbreviated, process. Use the information below to help develop your lesson plan writing skills!

Context (InTASC 1,2,3)

Teacher Name: Use a professional title, such as "Mr. Olson".	Description of Class: Describe the students in the class providing information that may include: Class demographics, class size, diversity (cultural, socio-economic, special needs, etc.) This is where you give a broad description of the class.
Date: Identify the date(s) during which this lesson will take place.	
Lesson Topic: A short statement of the lesson's focus. For example, if you have a lesson where you are discussing rules and etiquette of baseball, your lesson topic statement would be: "Rules and etiquette of baseball".	
Grade Level: Grade or class (include content area)	
Duration: Length of lesson(s) in minutes or sessions	
Student Profiles: Identify students with IEPs, 504s or behavior plans. List their specific needs/accommodations. Consider listing specific strategies used that will be particularly useful for specific students.	

Desired Results (InTASC 4)

Purpose: The purpose statement answers for the student, "Why do I need to know/do this?" Explain how this topic has endurance, relevance and leverage.
Standards: Write out the entire standard with the identifying numbers. Examples: <ul style="list-style-type: none"> • K.1.1 Identify land and water on a map or globe or • CCSS.ELA-LITERACY.RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
Objectives: Also known as <i>learning goals</i> or <i>I can statements</i> . Well written objectives are SMART. They also link to the standard by using the same action verb (level of cognitive work). <ul style="list-style-type: none"> • Must be SPECIFIC • Must be stated in MEASURABLE terms • Must be stated in OBSERVABLE terms • Must be stated using ACTIVE VERBS (i.e., active verbs from Blooms Taxonomy or the 6 Facets of Understanding-should match the standard) • Written specifically for the STUDENT Example: Student will identify and record time on a digital clock and analog clock to the hour and half hour.
Student Profile Objectives: Does the student(s) described in the profile have alternate learning goals for this lesson (social goals, lower level of cognitive work, modified curriculum)? These objectives must still be SMART.(Specific, Measurable, Attainable, Realistic, Timely)

Assessment Evidence (InTASC 6)

Evidence of meeting desired results: What assessment(s) will you use to know if the students have met the lesson objectives? Evidence is used to support, verify and document learning. This could be summative or formative that teachers design, adapt or select. Formative assessment measures if the students are meeting the objectives *during* the lesson. These are often called checks for understanding. Summative assessment measures if the students have met the intended objectives *at the end* of the lesson. Formative and summative assessment methods can be interchangeable. For example, an ungraded quiz used as a formative assessment might also be used as a summative assessment at the end of a lesson or unit. Work formatively checked during lessons might be summatively assessed in a portfolio.

Examples of Formative Assessments:

- Oral question and answer period
- Short, ungraded, written quiz
- Hand signals → thumb up (correct); thumb down (incorrect); thumb to side (unsure or don't know)
- Learning scales (4, 3, 2, 1)
- Observation
- Demonstration of the skill
- Short writing assignment
- Pre or post tests
- Muddiest point
- Exit slip
- Think-aloud
- Dialogue/discussion

Examples of Summative:

- Problem-based learning
- Tests
- Quizzes
- Academic prompts
- Performance tasks
- Portfolios

Student Profile Evidence: Sometimes the assessment evidence for the student profile described in the context section is different than that for the rest of the students. Assessment methods should measure if students have met the student profile objectives. The assessment should be individualized to the students strengths and weakness and be equitable. Sometimes it may be appropriate for the student evidence to be the same as the other students in the course. At other times the evidence may be different. For example, consider the lesson objective “the student will tell and record time on a digital clock and analog clock to the hour and half hour”. Students without a disability may do this on a worksheet or demonstration with an actual clock. A student with cerebral palsy who can't move their arms may demonstrate they can do this orally using an assistive communication device.

Learning Plan (InTASC 4,5,7,8)

Instructional Strategy: (Check all that apply)

Direct Indirect Independent Experiential Interactive

It is important to vary instructional strategies to engage your learners. Use the list below to guide your selection of appropriate strategies. Also reference our Teacher Education Handbook (located at: <http://www.mayvillestate.edu/prospective-students/academics/teacher-education/>) for more examples of each type of instruction.

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- **Direct:** Instruction strategies that are teacher led to provide structure and sequence throughout the teaching or presentation-frequently pair direct instruction with other instructional models and strategies. It begins the process of gradual release in the form of “I do”, “We do” and “You do”.
- **Indirect:** A student-centered approach to teaching that warrants high levels of student engagement. Teachers support and facilitate learning by providing learning environments that encourage decision-making, critical thinking, and other independent learning skills.
- **Independent:** Students actively construct learning as they develop self-reliant skills in while guided or supervised by an instructor (ETS, 2014).
- **Experiential:** A student-centered model, experiential learning supports the application and analysis of concepts as students enter into learning experiences designed for the student by the teacher, or created by the student.
- **Interactive:** Students and teachers share through participation and discussion in this model of instruction. Students and teachers develop skills in listening, observation, interpersonal skills and interventions (Byers et al., 2009) which promote positive learning attitudes and enhance relationship building skills (Hattie, 2009).

Technology Use(s): (Check all that apply)

- Student Interaction
 Align Goals
 Differentiate Instruction
 Enhance Lesson
 Collect Data
 N/A

Which of the International Society for Technology in Education standards for teachers are you demonstrating your mastery of in this lesson? Which of the ISTE standards for students are incorporated into the work your students will be doing to meet the learning goals? Find more at:

<http://www.iste.org/standards/iste-standards>.

Hook and Hold: Also known as anticipatory set, previewing, launch or introduction. It is the first item to occur in your Procedures. How will you grab the student’s attention? How will you put them in a receptive frame of mind for learning? How will you convey a purpose for the activity? Consider this to be the **“hook”** for getting your students **EXCITED** about what they will learn!

The “hook” might be . . .

- A unique visual
- A question to ponder
- An experiment
- An oral cutting from a book
- A brainteaser

Procedures: What specifically will you do during your lesson? This is the main part of your lesson. In this section, create a numbered list that sequences the steps to follow when implementing the lesson. List activities and strategies you will use to accomplish the objectives in sequential order. Be sure to list the procedures in either numerical order or using bullets. Procedures should be specific enough for the reader of the lesson plan to teach the lesson.

Summary: This is done at the end of the lesson. The purpose is to help students organize their learning, to reinforce major points to clarify any confusion. How will you bring the lesson to a conclusion? How will you help students to make sense of what they just learned? Students should summarize what they have learned to **“tie the entire lesson together”** and **“completed process”**.

Materials: What materials will be needed to support the lesson plan? Describe and list the multi-sensory materials that will be used during your lesson.

- Include numbers of each material that is needed and how many are needed for each group (i.e. 12 timers; or each group will receive one thermometer, two sponges, three containers of hot water).
- Describe any unique material considerations for specific students.
- Are there any types of assistive technology (high or low tech) that will be useful for any student to help them to do a particular step in this lesson?
- Make sure all materials look professional (i.e. computer generated).

Reflection (InTASC 9)

Reflect On: *This is your assessment of your teaching and the students' learning that took place during the lesson.*

- **Preparation:** Was your preparation adequate? What educational theories guided your decisions? What were you well prepared for? Unprepared for? Did you take care of all organizational needs prior to the lesson?
- **Planning:** How might you better plan for learning next time?
- **Teaching:** How did you do carrying out your planned procedures? How well did you use the instructional strategies you planned? Did you use technology? If so, how did it work for your intended purpose? How can you respond to feedback from students and/or supervisors to improve your teaching?
- **Student Engagement and Participation:** Were the students cognitively engaged in your learning activities? How do you know? Did they all participate in the experiences? Where there parts of the lesson in which students were more engaged than in others?
- **Evidence of Student Learning:** Did the students attain your desired results? Reflect both on the whole class and on specific students. Did they reach the learning goals?