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) 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 "Ms. Olson" or "Mr. Jackson".
	Date of Lesson:	Identify the date(s) of the lesson.
	Grade Level:	List grade level, for example: 8th grade
	Content Area:	Science, Math, Reading, etc.… (List the main subject area focus)
	Lesson Topic:	A short, summarized 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". Or for Math, "Using mental computation and estimation strategies."
	Duration:	Length of lesson(s) in minutes or sessions
	# of Students:	Identify the number of students in the class.
	Student Exceptionalities:	Identify considerations of student learning needs including: IEP, 504, ELL, Gifted and Talented, culture, socioeconomic status, behavior, etc. For example: 2 students are identified as having a learning disability in reading (IEP), 1 student that is in the ELL program as emerging, 1 student that is diagnosed with ADHD (IEP), and 1 student that is on a behavior plan for concerns about impulsivity.
Desired Results and Assessment Evidence (InTASC 1, 2, 3, 4, 5, 6)	**Standards:**	Standards serve as expectations for what students should know and be able to do. Standards also serve as goals for teaching and learning. **Priority Standard(s)**: Priority standards are teacher-selected subsets of overall grade- and content-specific standards that students must know and be able to do by the end of each year to prepare them for the next grade level or course. Priority standards help teachers focus instruction and assessment. Essential vocabulary, within the priority standards, support students' learning. Priority standards are enduring, and proficiency indicates a student will benefit from their knowledge and skills beyond the class or grade level (transferability). • **Example**: 5RI.2 Determine two or more main ideas of a text and explain how they are supported by key details. **Cross-Curricular Standard(s)**: Cross-curricular standards are teacher-selected standards that come from a content area other than the particular lesson's focus. Initial learning may begin in one content area but extend within the standards of another content area and/or across grade levels. Cross-curricular standards allow students to synthesize their knowledge, skills, and understandings from multiple subject areas. Cross-curricular standards support the students' whole learning experience. Fluency and automaticity in conceptual thought and skills develop when teachers attend to cross-curricular standards. • **Example**: For a reading lesson designed to support students' ability to determine main idea (5.RI.2), a teacher selects a non-fiction text about the energy from the sun being converted into food. 5-PS3-1 Use models to describe how energy from the sun is converted into food (used for body repair, growth, motion, and to maintain body warmth).

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Desired Results and Assessment Evidence
(InTASC 1, 2, 3, 4, 5, 6)

Objective(s):

Write your objectives as bullet points to show the organization of your proactive planning. Well-written objectives are:

- Developed using language from the standards. Unpacking the standards helps identify the concepts (nouns) and verbs (level of Blooms) necessary to write the objectives.
- Designed to begin with a Bloom's verb that matches the level of cognitive work expected of the students.
- Written in specific and measurable terms. After writing an objective, ask yourself, "can this be measured and how?"
- Also called "I can" statements, learning goals, learning outcomes, or learning targets.

The number of objectives in any particular lesson depends on a number of factors including grade level, content area, and lesson duration.

Essential questions help the learner connect the learning objective for the lesson for the unit to concepts in other courses or different grade levels or life experiences. Essential questions frame the learning around broader universal ideas. Essential questions promote a spirit of inquiry for the learner (and the teacher) which frames the learning around a purpose for long term learning. A good essential question has the following characteristics:

- Is *open-ended;* that is, it typically will not have a single, final, and correct answer.
- Is thought-provoking and intellectually engaging, often sparking discussion and debate.
- Calls for higher-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
- Points toward important, transferable ideas within (and sometimes across) disciplines.
- Raises additional questions and sparks further inquiry.
- Requires support and justification, not just an answer.
- Recurs over time; that is, the question can and should be revisited again and again.

McTighe, J., & Wiggins, Grant. (2013). *Essential Questions: Opening Doors to Student Understanding*. Moorabbin, VIC: Hawker Brownlow.

Assessment(s):

Assessment is an ongoing process where evidence is gathered to measure student learning. Evidence is used to support, verify, and document learning. Assessments throughout the lesson provide the teacher with information on students' current understanding of lesson objectives and content. Teachers design, adapt, and select a variety of assessments throughout lessons. Formative and Summative assessment measures are used to ensure the students have met the intended objectives.

Examples of Formative Assessments:

- Response boards
- Graphic organizers
- Hand signals
- Observation-what are you looking for in your observation?
- Demonstration of the skill
- Short writing assignment
- Pre-test
- Muddiest point
- Exit slip
- Think-aloud
- Dialogue/discussion
- Oral question and answer period

		• Short, ungraded, written quiz Examples of Summative Assessments: • Problem-based learning • Project-based learning • Tests • Quizzes • Standardized test • Performance tasks • Portfolios
	Differentiation:	**Instruction:** According to Tomlinson (2017), differentiated instruction involves designing and implementing instructional strategies that support all learners' needs, strengths, and challenges. Differentiation provides opportunities for students to show what they know and can do through multiple modalities. Differentiation targets instruction to students' individual strengths and needs by providing options/variety in attaining content and student products and evidence of learning. In this section of the lesson plan, address how you will adapt your lesson to differentiate your instruction for the needs of all learners. Provide a bulleted list of the strategies you have included that demonstrate your ability to differentiate instruction. Your bulleted list will be specific strategies to the lesson. For example, will you have a song? Use task cards? Plan questions to ask different learners? Graphic organizers? When planning your differentiated lesson instruction, consider the following (in no particular order): • Skill level/prior success/can be determined by pre-assessment. • Prior knowledge • Learning Styles • Multiple Intelligences (Gardner, 2011) • Language proficiencies • Reading levels • IEP requirements/student specific strategies • Student interests • Zone of Proximal Development (Vygotsky, 1977) **Assessment:** The assessment within the lesson should be individualized to the student's strengths and weakness and it should be equitable. Sometimes it may be appropriate for the student evidence to be the same as the other students in the class. At other times the assessment evidence for particular students 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 may do this on a worksheet or demonstration with an actual clock. A bodily-kinesthetic learner may choose to use a teacher-prepared interactive whiteboard activity to demonstrate their knowledge and skills. Another example for a secondary science educator might be based on this objective: "the student will describe the process of photosynthesis". The teacher may create a choice board to allow students to select a product to show what they know. The choice board could include: diorama, write a song, create a graphic organizer, write an essay, make a movie, etc. The teacher would create a consistent grading checklist or rubric to evaluate students' understandings and/or skills.

Learning Plan (InTASC 4, 5, 6, 7, 8)	**Hook:**	The hook and hold is also referred to as anticipatory set, lesson launch, or introduction. As you begin the lesson, it is the first thing you do. The hook and hold is brief, must grab the students' attention, and relate to the lesson's topic. The hook and hold should stimulate students' interest and curiosity and may activate prior knowledge. How you use the hook and hold should differ from lesson to lesson, but always need to engage students. A hook and hold can vary in terms of preparation and purpose. Example of hooks include: • Props • Unique visuals • Short songs • Movement activities • Presenting unusual information • Unusual teacher dress or behavior • Experiments • Excerpts from a book • Brainteasers • Critical questions to ponder • Short, intriguing video • Other ideas
	Hold:	The hold statement should include the purpose of the lesson and reference to the topic within the standards. It is a teacher-directed statement. For example, "Today, we will learn..."
	Procedures:	The procedures section is a set of step-by-step directions that layout what will happen in your lesson. It is what your students and you will do during the lesson. In this section, you will create a numbered list that specifically sequences (in logical order) the procedures (activities and strategies) to follow when implementing the lesson from beginning to end. Procedures should be specific enough so that any reader of the lesson plan could teach the lesson. Within your procedures, indicate the strategies you will use to motivate, instruct, engage, and assess your learners. As you proactively plan your procedures, include descriptions of how you will: 1. Differentiate instruction 2. Use technology 3. Assess student learning 4. Ask intentional, thought-provoking questions 5. Teacher talk (specific dialogue teachers use to instruct, engage, motivate, and manage the learning environment) 6. Think aloud/modeling
	Closure:	The closure is also referred to as summary, wrap-up, or conclusion. It should be the last thing you do to end your lesson. The purpose of the closure is to wrap up the lesson, summarize big ideas, and support students' transfer and application of lesson concepts. A strong closure helps students retain information to connect to lesson objectives and content standards. How you close the lesson should vary to ensure student engagement is maintained. Here are some ways to wrap-up a lesson: exit ticket, student-led activity, discussion, questions, short quiz, turn and talk, demonstration, response boards, graphic organizer. The very last statement in your closure should be a copy and paste of your hold statement that you used to open your lesson, but in past tense since the lesson is now over. For example, "Today, we learned…"

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Technology, Materials, and Resources (InTASC 1, 2, 3, 6, 7, 8)	**Technology Purpose:**	In this section, state your reason for implementing technology. As aligned to the InTASC Standards, you should use technology to: • Provide multiple approaches to learning for each student (2). • Promote responsible use of interactive technologies to extend connections locally and globally (3g). • Make content accessible to learners using digital media and information technology (4). • Provide learners' access to resources around the world (5). • Support assessment practices to engage learners and to assess/address learner needs (6i). • Maximize individual learning and to allow learners to take charge of their learning and do it in creative ways (7). • Engage learners in using a range of technology tools to access, interpret, evaluate, and apply information (8g). • Support content and skill development through the use of effective technology tools (8o). • Advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media (9f). As a technology using teacher, you also need to model and apply national technology standards to engage and improve learning for all of your students. The national ISTE Standards for Educators and ISTE Standards for Students should be included in your lesson. In this section, describe in paragraph form how you will use technology to enhance communication, collaboration, creativity, and problem solving. What technology tools will you use to meet the ISTE Standards for Educators? What technology tools will your students use as informed by the ISTE Standards for Students? How does technology specifically support objectives?
	Materials and Resources:	What materials will be needed to support the learning? List everything needed such as colored pencils, paper, base ten blocks, etc. Remember to include materials for the teacher as well as the students. 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). • Examples of sample artifacts include: PowerPoint slides, graphic organizers, workbook pages, learning station directions, etc.
Reflection (InTASC 9,10)	Specific reflection activities will be assigned in alignment with the Mayville State University Teacher Education Program Reflective Experiential Model.	