

Mount St. Joseph University Lesson Planning Instructional Template

Name _____	Date of Lesson Delivery: _____	
Lesson Title/Focus - _____		
Grade level(s) _____	Course _____	Content Area _____
Time Frame : # of class periods _____	Time/Minutes for lesson _____	

Recommended order to complete your lesson plan(s):

1. **Planning for Instruction** - Determine the ODE grade level Learning Standard, Learning Objective and resources to ensure lesson plan alignment.
2. **Planning for Assessment** - Before, during and end of lesson checks for meeting the Learning Objective.
3. **Context for Learning** - Use the specific needs of the students to plan successful learning for all students in the class who will be participating in this lesson.
4. **Lesson Implementation** - The written explicit instructional procedures in sequence for effective delivery of the lesson.

If you are creating more than one lesson as a part of a unit or themed set, each of the lessons must be written on its own MSJU Lesson Template.

CONTEXT FOR LEARNING - 3 rd
What do I know about my students that will inform this lesson? This should include 2 or more relevant details articulating knowledge of the group to be taught in terms of the following: <ul style="list-style-type: none">• academics (standards, curriculum)• achievement (previous learning, specific student needs)• social-emotional/behavioral (maintaining positive learning environment)• logistics (facilities or schedules)
How does this lesson connect with and build on my previous lesson(s)? What do children already know or what can they do from prior lessons related to this lesson? Use information from standards or curriculum to provide clarity.
How do I expect to build on this lesson in subsequent lessons? How will students continue building on this content, skill or strategy? How will this inform future learning or foundational needs for the students?
What Evidence-based Practice or educational research will guide my teaching?

This should include at least 1 citation of research connected with the academic topic and/or teaching method. This must be supported with a research citation to demonstrate that it is valid, evidence-based research. *Provide each of the following:*

1. A brief description or summary of the research
2. A description of how it will be used or incorporated into your lesson(s).
3. A valid citation for the research with a reference in APA format

Look for sources like Hattie, Archer and Hughes, National Reading Panel, Marzano, or search on sites like What Works Clearinghouse, National Center on Intensive Intervention, Center on Instruction, Do What Works.

Avoid sites like Teachers Pay Teachers that are not Evidence-Based Practice aligned to acceptable research.

What other special features of my school or classroom will affect the teaching of this lesson?

Describe how the physical environment in which you are teaching supports learning (i.e., technology, space for movement, how materials are accessed, organization of classroom, special programs, schedules)

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS

Total students _____ Males _____ Females _____		
Diverse Student Needs Categories (Some students may be in more than one of these - add them to all that apply)	Number of Students Add number here - 0 if none in current class	Accommodations and/or pertinent IEP Objectives How will these specific needs impact your lesson? or How will these specific needs impact your teaching and/or students' ability to participate fully in the lesson? List the <i>specific scaffolds/accommodations</i> that will be included in the planned instruction for the students listed here.
Students with IEPs	#	
English Language Learners	#	
Gifted	#	
504	#	
Other needs	#	

Add as needed for SEL, Behavioral, physical, learning gaps, etc.)		
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PLANNING FOR INSTRUCTION AND ASSESSMENT

PLANNING FOR INSTRUCTION - 1st

Central Focus:

A brief description of the important understandings and core concepts that will be taught in this lesson, and how this connects with other related lessons or contents (especially important in a connected set of lessons).

Examples: The essential strategy/skills/content to be developed across these lessons is....

This lesson will focus on developing processes for adding fractions with unlike denominators.

College and Career-Ready Content Standards - ODE by Content and grade level

The College and Career-Ready Content Standards provides the required grade level expectation for what students need to know and be able to do. Include the code/number and written text for the standard as shown on ODE. If only teaching part of the standard, include ONLY the relevant portion of the standard.

Learning Objective (aligned to the Content Standard):

Statement indicating exactly what the student will know, understand, or be able to do by the end of the lesson and drives the entire plan. This is the aligned learning goal for the lesson for both the students and the teacher based on the Content Standard. State the Learning Outcome starting with the words “The student will...” using the ABCD format:

An example of a learning outcome in ABCD format is the following:

In response to a writing prompt related to a shared reading, the student will write a paragraph containing four complete sentences with 90% accuracy in spelling, capitalization, and punctuation.

A = Audience, the participants in this lesson who will be doing the learning

B = Behavior - what the audience members will be able to do at the end if this lesson

C = Condition that will be provided by the instructor during the lesson to help students learn (i.e., EBP, specific strategy, resources like manipulatives or visuals)

D = Degree, the expected level of mastery shown by each participant to demonstrate their learning at the end of the lesson, or the *success criteria*. Expressed as a quantity like 4 out of 5 correct on an exit ticket, 3 or higher on a writing rubric, or 75% accuracy on the end of lesson independent activity.

*Consider both knowledge and skill outcomes in the lesson planning and Learning Objective.

Academic Vocabulary – Key Words with Student-friendly Definitions

The specific language of the content and standard that is different from everyday spoken language and necessary for understanding and learning. The content specific terms (ex: value, composition, perspective, etc.) and the process terms (ex: examine, analyze, interpret, judge, etc.) that enable a student to be successful. Include:

- A list of words students will learn, use and apply as part of *this lesson* and content.

- The student-friendly definition that will be used during instruction that is both accurate and appropriate for the developmental level of the students and the expected content knowledge.

Prior Learning/Prior Thinking

- How have learners encountered this content before, either through experience in daily life or prior instruction? What related content or background knowledge have the students learned that has laid a foundation for this lesson?
- What are the common errors in understanding or thinking (ex: misconceptions) that learners might bring to the classroom that can be elevated or clarified during the instruction as part of the lesson plan?

Instructional resources, materials, technology, and websites referenced to guide my instruction and engage student learning (Use APA format for citing texts/publications)

This can be done as a checklist of all the resources that are needed as part of this lesson. This might include (but not limited to) power points, videos, assessments, text and hands-on materials, as well as any adjusted or additional materials for students in your Context for Learning.

All of your resources should be attached to the lesson plan. This can be done through links, or by adding them to the end of this plan. These resources should also be referred to in the Lesson Procedures. Lesson plans must be submitted as “ready to teach,” which means all resources should be available and complete.

FORMATIVE ASSESSMENT - 2nd

Describe how your planned formative assessments, both formal and informal, provide direct evidence to monitor students’ multimodal learning throughout the lesson plan so that students can meet the learning objective. Also consider how the assessments will provide feedback for teacher reflection and planning the next steps for students and continued instruction.

ALL of these ASSESSMENTS must be included with the Instructional Resources and included in the Lesson Plan.

Before the lesson - Pre Assessment:

Gathering information about student knowledge

Determine how you will introduce students to this lesson by making connections to known information, surfacing prior knowledge, and or assessing current knowledge base to help students reach the learning objective. This can be done through questions, discussion or activities.

Pre-assessment that may be used

This may include a KWL Chart, graphic organizer, minute paper, entrance ticket, anticipation guide, etc., that you may use before the lesson. Include the directions, questions and activity as part of your planning.

During the lesson - Observing for Learning:

You need to plan for a way to know if your students are understanding the lesson while you are teaching. This allows you to provide feedback during the lesson that helps each student understand and improve his/her learning and understanding in real time, allowing more students to get the support needed to meet

the Learning Objective. Plan a method to capture the information as data to use in planning next steps for instruction based on observed student learning and needs.

Informal Formative Assessment - Student Activity

This should include student Guided Practice and/or Independent Practice during the lesson. Plan for the activity or task, questions and expectations while students are engaged in the learning.

Formal Formative Assessment – Teacher Observation

While students are engaged in learning, you need to have a plan for a structured observation. This observation can be a checklist, rubric, annotations, or other methods to capture students’ progress towards meeting the lesson goals/objectives. This can be used for planning next steps following the lesson.

End of the lesson - Meeting Learning Goals:

The end of lesson assessment should be independent, relevant to the lesson, and aligned to the Learning Objective. It is used to determine if students have met the goal of the lesson, and determine needed adjustments to instruction at both the individual and class level. This assessment should match what is stated in the Learning Objective and align to the grade level content Learning Standard.

Consider:

- How will you know if (and how well) your students understood the lesson?
- How will assessments provide evidence of student learning relative to the objectives for the lesson?
- How will you differentiate assessments for students having difficulty demonstrating their learning as well as those needing more challenge?
- How are the assessments aligned to the learning objective?

Formative -

Used at the end of most lessons. Linked to learning experience to determine student understanding and mastery of information presented during the planned lesson (the “success criteria”). The data is used to modify instruction and reflect on teaching.

Summative...

Summative Assessments are given at the end of a unit or set of lessons on a theme, topic or standard. For instance, a summative would be given at the end of a set of lessons on adding and subtracting fractions, life cycles, or a unit on The Thirteen Colonies. These can be written products and presentations that would be scored using a rubric, or a test that involves a variety of question types or essays. If the lesson being planned is the last lesson in a unit or series, then a Summative Assessment should be included.

LESSON IMPLEMENTATION - 4th

Anticipatory Set/Elicit Prior Knowledge

Explain the plan to activate students’ prior knowledge, associations, ideas, or connections to your lesson. This should “hook” the students and have them excited about the learning. The pre-assessment may also be included here.

Focus/Purpose Statement

A short, simple statement by the teacher using student-friendly language that tells the students what they will be doing during the lesson and why it is important. Tell them the big idea or goal, or a simple restatement of the Learning Objective, including what they will be able to do at the end of the lesson (the success criteria).

Procedures

This is the heart of the lesson plan. In this section, explain the logical, sequential steps you will follow as you teach that align to the Content Standard, and match the Learning Objective outcomes. The steps of *Explicit Instruction* (Archer and Hughes) of Modeling, Guided Practice and Independent Practice with appropriate student engagement are expected to be included in your lesson plan (unless otherwise directed by your instructor).

Considerations of what to include in your procedures:

- Logical sequence of instructional steps
- ***I do, We do, You do structure that includes explicit instruction***
- Strategies and examples
- Inclusion of lesson vocabulary
- Student activities and the directions you will provide.
- Questions to guide discussion and deepen thinking and learning.
- What you want to make sure you do and say during the lesson, especially when modeling (I do)
- Inclusion and use of scaffolds and accommodations for students.
- Leading transitions with activities, materials, students

Optional organizer that can be used if it helps you, or if it is required by your instructor:

Time # min.	Instructional Strategies/Learning Tasks	Purpose
	1.	
	2.	
	3.	

Closure

At the conclusion of the lesson, closure is the time to help the students organize the information that has been presented. This is a great time to restate the focus/purpose statement from the beginning of the lesson and how we did with it during the lesson. The students should do the thinking and discussion led by the teacher. The teacher can engage them in a short review by posing questions, play a review game, or do a reflection on what was learned. This should be brief and help students retain and clarify the day's learning.

Differentiation

Make sure you have included your plans for the students identified in the *Context for Learning* section of the Lesson Plan template into the procedures. Explain how you have adjusted instruction for these students so that they also meet the stated learning objective at the expected mastery level. Be specific to this lesson and the individual students in terms of strategies, accommodations and/or scaffolding. This should also be reflected in the lesson plan procedures.

Reflection on lesson - This should be done after teaching the lesson to a class. Depending on the purpose of this lesson, you may be asked to do this in writing.

- **What worked and for whom? Why?**
- **What didn't work and for whom? Why?**
- **What are your next steps based on the data from this plan?**
- **Would you feel confident in using this lesson again in the future? Why?**

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