[Lesson Plan Basics](https://youtu.be/l-nKXxVDuTE)  **Lesson Title**

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| Name: |  | Date: |  |
| Subject |  | Grade Level |  | Lesson Length # of minutes |  |
| [Standard for Lesson Content](https://youtu.be/81PoAfVztPo) – [Coding System Explanation](https://dese.mo.gov/sites/default/files/curr-mls-coding-sheet.pdf) |  |
| Materials/Supplies (Provide copies/links of any scoring guides, handouts, presentation slides, technology needs, etc.) |  |
| [Academic Content Language Emphasized (Tier 2 or Tier 3)](https://youtu.be/3hjEe_3TMts) List up-to nine words that are integral to student mastery of the objective and **bold** each word when referenced in lesson. Words should be mentioned more than once. |  |
| [Measurable Objective](https://www.youtube.com/watch?v=bRiXmRLS4I8&feature=youtu.be) [(ABCD Format)](file:///I%3A%5CJulie%27s%20Documents%5CLesson%20Plan%20and%20Objectives%5CABCD%20of%20Learning%20Objectives%20%28rev%29.docx) | [Template for Objective: On the (name assessment), the (grade level and/or content area) student will (power verb from Bloom’s Taxonomy to match the skill in the learning standard) with \_\_\_ out of \_\_\_ ( \_\_\_ %) accuracy.] |
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| [**ASSESSMENT** (evaluation of objective; must include assessment document)](https://youtu.be/HcFvRtV9s68) |
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| **INSTRUCTIONAL PROCESS** |
| [Anticipatory Set](https://youtu.be/5rfzP2vDKh0) |  |
| [STEP-BY-STEP INSTRUCTIONS](https://youtu.be/VF10T6QJmdg)Complete Direct Instruction, Guided Practice, Closure, and Independent Practice | [TEACHER QUESTIONING](https://youtu.be/8R05ob8igso) Label (open/closed **and** higher-order/lower-order) |
| [Direct Instruction/Modeling](https://youtu.be/Y8tWvgnuDPc) |
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| [Guided Practice](https://youtu.be/fuI5wrJ0dpA) |
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| [Closure](https://youtu.be/84HBTVOYKQw) |
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| [Independent Practice](https://youtu.be/rkwNoQ1qzpA) |
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| [**LEARNING STYLES** (specific to this lesson)](https://youtu.be/YQWhePIKSgU)  |
| Visual Learner |  |
| Auditory Learner |  |
| Tactile/Kinesthetic Learner (notetaking or written response is not sufficient) |  |
| [**DIFFERENTIATED INSTRUCTION/MODIFICATIONS** (directly tied to the objective)](https://youtu.be/jOXfL3L4Wf8) Include All Supporting Documents that show changes in CONTENT, PROCESS, PRODUCT, or ENVIRONMENT |
| Enrichment Activity for Advanced  |  |
| Early Finisher  |  |
| Student(s) Struggling with Objective/Alternative Methods/Material  |  |
| Easily Distracted Student(s) |  |
| [**SOURCE OF LESSON**](https://youtu.be/3opReyVbXDw) |
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| [**Learner Expression (Document at least 2 methods used)**](https://youtu.be/Hp558610hbQ)Explain with evidence how this lesson facilitates learner expression in two of the following ways: * ***writing***,
* ***speaking***,
* ***listening***,
* ***other* *media (i.e., illustrations, nonlinguistic representations, digital tool)***.

***Sample response***: “This lesson facilitates learner expression through speaking and listening.  Students will be working with a partner during reading instruction to practice reading fluency.  Each student will read orally and then listen to the passage as a classmate reads.” |
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|  [**Supportive Cultural Interactions (Document at least 1)**](https://youtu.be/sLWdvvZRXds)Explain with evidence how this lesson connects to one of the following:* ***family,***
* ***language,***
* ***cultural traditions,***
* ***community***.

***Sample response***: “In this lesson, the students read *Too Many Tamales.* In the book the family had a tradition of making tamales during the holidays. During the anticipatory set, the students were asked to think about a favorite family/cultural tradition (food, activity, holiday, etc.) and then pair share their tradition.” |
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| [**Theory Connections**](https://youtu.be/k_YLYDtadh4)Demonstrate your understanding of how a specific educational theorist and/or theory support your lesson design.Theory Connection Template: In the (Anticipatory Set, Direct Instruction, Guided Practice, Closure, or Independent Practice) section of the lesson plan, the (teacher or student) (does this behavior). The theorist (insert name), who is associated with (insert theory), supports this instructional decision, because (\_\_\_\_\_\_\_\_\_\_\_\_). This is a key principle in the (insert theory). |
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| **Lesson Plan Scoring Guide – 64 points divided by 2 = 32 points possible** |
| **Category** | **4** | **3** | **2** | **1** | **0** |
| **Introductory Information** |  |  | Includes appropriate title of lesson, date, subject area, grade level, lesson length, | One piece of the introductory information is missing or not appropriate for lesson content. | Introductory information is not included. |
| **Standard** |  |  | Includes applicable Missouri Learning Standard for lesson content with specific location code and designates (bolding/underlining) content covered in lesson plan. | Applicable Missouri Learning Standard provided, but location code or designation of content (bolding/underling) is missing.  | Partial or no standards are provided. |
| **Materials & Supplies** |  |  | Lists all materials & supplies, including any technology equipment needed (i.e., website links, models). Provides copies of any handouts, presentation slides, etc. | Lists and provides some, but not all, necessary materials/supplies/ equipment.  | No technology equipment or supplies listed |
| **Academic Content Language** | Lists up to nine academic content language (Tier 2 or 3) vocabulary words that are integral to student mastery of the objective. Uses a **bold** font to highlight all of the chosen vocabulary words when emphasized in the instructional process.  | Lists up to nine academic content language (Tier 2 or 3) vocabulary words that are integral to student mastery of the objective. Does not **bold** all the chosen vocabulary words when emphasized in the instructional process. | Lists up to nine academic content language (Tier 2 or 3) vocabulary words, but some are not integral to student mastery of the objective. Words may or may not be **bolded**.  | Lists up to nine academic content language (Tier 2 or 3) vocabulary words, but none are integral to student mastery of the objective. Words may or may not be **bolded**.  | No academic content language is listed or words listed do not align with objective |
| **Objective(s)**  | Includes appropriate succinct objective(s) for age-level and content. Objective(s) are written in an ABCD format (audience, behavior, condition, degree) and feature measurable verbs & specific criteria | Includes measurable and specific objective(s) written in succinct ABCD format (audience, behavior, condition, degree), but may not be appropriate for age level & content | Includes objective(s) but are not written using measurable verbs or does not include specific criteria | Includes objective(s) but are not written using measurable verbs and does not include specific criteria | No objective(s) are written. |
| **Assessment** | Effectively describes an assessment process that evaluates objective(s); provides an effective assessment tool | Effectively describes an assessment process that evaluates objective(s); NO effective assessment tool provided | Describes an assessment process that does not evaluate objective(s) | Describes an assessment process that is unclear and does not effectively evaluate objective(s) | No assessment process is described. |
| **Anticipatory Set** |  |  | Includes an anticipatory set that appropriately sets the mood & transitions nicely to lesson content. | Includes an anticipatory set that does not appropriately set the mood or transition into lesson content. | No anticipatory set is provided. |
| **Lesson Design** | **Meets requirements of all 3 phases of the step-by-step process:*** Direct Instruction effectively models the lesson concept.
* Guided Practice appropriately scaffolds learning.
* Independent Practice encourages students to individually support stated lesson objective. **4x3**
 | **Meets requirements of 2 out of 3 phases of the step-by-step process:*** Direct Instruction effectively models the lesson concept.
* Guided Practice appropriately scaffolds learning.
* Independent Practice encourages students to individually support stated lesson objective **3x3**
 | **Meets requirements of 1 out of 3 phases of the step-by-step process:*** Direct Instruction effectively models the lesson concept.
* Guided Practice appropriately scaffolds learning.
* Independent Practice encourages students to individually support stated lesson objective. **2x3**
 |  | No lesson components are provided. |

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| **Category** | **4** | **3** | **2** | **1** | **0** |
| **Closure** |  |  | * Closure briefly reviews content & objective of lesson.
 | Closure is unrelated to content & objective of lesson. | No closure  |
| **Teacher Questions** | **Meets 4 questioning elements:*** Appropriate & meaningful to lesson content
* Correlated to the appropriate step-by-step instruction
* Effectively uses open & closed and higher-order & lower-order questioning techniques
* Accurately labels each: **open/closed** and **higher-order/lower-order4x2**
 | **Meets 3 of 4 questioning elements:*** Appropriate & meaningful to lesson content
* Correlated to the appropriate step-by-step instruction
* Effectively uses open & closed and higher-order & lower-order questioning techniques
* Accurately labels each: **open/closed** and **higher-order/lower-order3x2**
 | **Meets 2 of 4 questioning elements:*** Appropriate & meaningful to lesson content
* Correlated to the appropriate step-by-step instruction
* Effectively uses open & closed and higher-order & lower-order questioning techniques
* Accurately labels each: **open/closed** and **higher-order/lower-order2x2**
 | **Meets 1 of 4 questioning elements:*** Appropriate & meaningful to lesson content
* Correlated to the appropriate step-by-step instruction
* Effectively uses open & closed and higher-order & lower-order questioning techniques
* Accurately labels each: **open/closed** and **higher-order/lower-order1x2**
 | No questions are provided. |
| **Learning Styles** |  | **Identifies activities that address the following requirements:*** Identifies one quality instructional strategy for each learning style
* Correlates each learning style to lesson instructions
 | **Identifies activities that address 2/3 of the following requirements:*** Identifies one quality instructional strategy for each learning style
* Correlates each learning style to lesson instructions
 | **Identifies activities that address 1/3 of the following criteria:*** Identifies one quality instructional strategy for each learning style
* Correlates each learning style to lesson instructions
 | No strategies to meet the three learning styles are provided. |
| **Diff. Instr. / Modifications** | Includes 4 modifications, directly tied to objective, for differentiated instruction | Includes 3 modifications, directly tied to objective, for differentiated instruction | Includes 2 modifications, directly tied to objective, for differentiated instruction | Includes 1 modifications, directly tied to objective, for differentiated instruction | No appropriate modifications  |
| **Source of Lesson** |  |  | Source(s) of lesson are provided. |  | No sources cited |
| **Learner Expression** |  |  | Identifies at least 2 learner expressions facilitated through this lesson and supports with details from the lesson | Identifies only 1 learner expression facilitated through this lesson and supports with details from lesson | Learner expressions are not addressed |
| **Supportive Cultural Interactions** |  | **Identifies an appropriate activity that addresses 1 of the following cultural interactions and includes the location in lesson:*** Family, language, cultural traditions, or community
 | **Identifies an appropriate activity that addresses 1 of the following cultural interactions, but lacks the location in the lesson:*** Family, language, cultural traditions, or community
 | **Identifies an activity that addresses 1 of the following cultural interactions, but is not directly connected to the lesson:*** Family, language, cultural traditions, or community
 | No cultural interaction is listed |
| **Theory Connections** | Demonstrates an understanding of how a specific theorist and/or theory support your lesson design |  | Provides a theory, but does not connect to lesson plan |  | No connection made to theory or theorist |
| **Mechanics** | Edits for mechanical errors: spelling, capitalization, punctuation, correct word usage: no errors noted | Edits for mechanical errors: spelling, capitalization, punctuation, correct word usage: 1-2 noted | Edits for mechanical errors: spelling, capitalization, punctuation, correct word usage: 3-4 errors noted | Edits for mechanical errors: spelling, capitalization, punctuation, correct word usage: 5-6 errors noted | More than 6 errors noted |