**TITLE OF LESSON**

**Name: Time Allotted:**

**Grade Level: Subject(s):**

**Materials Required:**

**Topic or Performance Goals: What do you want the students to learn or do?**

**Purpose: Why is it important for students to know this material or be able to perform the desired tasks?**

**Teacher Learning Objective(s): Clear, Concisely worded using specific, measurable action verb(s) from Bloom’s Taxonomy. Webb’s Depth of Knowledge, or Costa’s Levels of Thinking, including the level of proficiency. –** *(i.e. The student will {taxonomy/level verb}*

**Student Learning Target (s): Worded using specific achievable wording – (*I can….)***

**Assessment:** **How do you plan to assess student learning during the lesson? What about at the end of the lesson?**

**Instructional Procedure: What information do students need to accomplish the objective?**

**(The following steps do NOT have to occur in number order 1-5, nor are they necessarily separate components. You may structure your lesson however you like to best meet your planning needs but make sure to somehow still identify that you have each component.) Consider and plan how you will transition and other classroom management components that will affect your instruction.**

1. **How will you introduce the lesson? (Anticipatory Set)** (Allotted Time\_\_\_\_\_\_\_)
	1. Focus or “grab” student attention – narrative, novelty
	2. Provide brief review of previous related lessons (systematic)
	3. Develop readiness for learning that is to follow.
	4. Include clear and simple behavioral expectations and any necessary procedures for classroom management.
2. **How will students know what they are supposed to learn or do? (State and Write Out/Project the Purpose(s) and Learning Objective(s):** (Allotted Time\_\_\_\_\_\_\_)
	1. Tell the students **what** you want them to learn (direct)
	2. Tell them **why** it’s important to them (explicit)
	3. Ask them to construct their own learning goal using an “I can” statement.
3. **What Biblical Truths, Principles or Scripture can I apply in this lesson?**
4. **How will you Teach the Lesson? (Instruction):** (Allotted Time\_\_\_\_\_\_\_)

**Identify different types of instruction to meet the learning needs of students (Auditory, Visual, Kinesthetic/Spatial)**

* 1. **Direct Interactive Instruction:**
		1. Describe what the teacher will do – TTW
		2. Describe what the student will do – TSW
	2. **Modeling:**
		1. Showing an example(s) as you explain.
		2. “Watch while I do this problem and I’ll tell you what I’m thinking as I work.”
	3. **Guided Practice:**
		1. Instruct students to complete practice problems individually or with another student while support/guidance is given.
		2. **Must** be monitored by teacher to make sure students are not practicing errors (white board response), important place to formatively/interimly assess.
	4. **Independent Practice:**

When the students can perform without major errors, discomfort or confusion, then they are ready to develop fluency by practicing without the availability of the teacher (within centers)

* Homework (not assigned unless the above is true).
* Student is then accountable for the knowledge
* Share with families
* What proof do you have the students have arrived?
1. **What will you do for students who master the intended learning before other students or have difficulty grasping and understanding what they are suppose to learn/do? (Differentiated Consideration): (**Adjust instruction and assessments, tools, resources or activities for students who):
* Finish quickly or struggle to complete assessments.
* Show proficiency early or are still not proficient near end of lesson.
* Need different modes of learning or learn through a different multiple intelligence strategies than what was delivered.
1. **How will you end the lesson so students understand the purposes for all they did? (Closure):** (Allotted Time\_\_\_\_\_\_\_)
	1. Reinforce/Restate the objectives of the lesson
	2. Students summarize what they have learned in relation to objectives. (“Tell me”, “Show me”, Signal responses, choral responses, “ticket out the door.”)
	3. Wrap up.

**Teacher Reflection:**

* Did I make the learning purposes clear to the students?
* Was my instruction targeted to the learning purposes of the lesson?
* Did the students seem to understand and grasp what I intended for them to learn/do?
* What tangible proof or evidence did I see or collect to help me understand what they students seem to fully comprehend/know/or do and what they still need help with?
* What will I do next to help the students continue learning this material?
* What do I have and/or need (resources) to help the students learn the material or expand their learning?

**Spring Arbor University School of Education**

**Lesson Plan *Essential Elements***

**Title:**

**Subject:**

**Grade Level: Time Allotted:**

**Instructional Materials Required:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Michigan Curriculum Framework:** Content Standard(write out)

**Learning Objective(s):**

**Learning Target(s):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructional Procedure: What information do students need to accomplish the objective(s)?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time****Allotted** | **Essential Question:** |  |  |
|  | 1. **Anticipatory Set: (Written Out) How will you catch their attention and set the stage for the intended learning?**
 |  |  |
|  | **2. Write out the Objective(s) for Student Learning:** | **Blooms Levels** | **Webb’s Levels** |
|  | **3. Plan for Instruction: How will you design the lesson for learning?****Steps Written Out (Scripted)****a.****b.****c.****d.****etc.** | **AVID Strategies** | **HLP**  |
|  | **4. Questions: What questions will you be asking?**  | **Costa’s Level** |  |
|  | **5. Differentiation Considerations (accommodations for SED – Learning Disabilities & TESOL students):** | **AVID Strategies** | **TESOL Strategies****(A, V, K)****(Modified Vocab)****(Visuals)****(Coop Learn)** |
|  | **6. Assessment(s): How will you be checking student learning?** | **AVID Strategies** | **HLP**  |
|  | **7. Closure: How will you end the lesson and review the intended learning purposes?**  |  |  |