

Checklist for Writing a Lesson Plan

A crucial part of Freed-Hardeman's education program is writing effective lesson plans. While FHU's lesson planning expectations might be different than anything you have seen before (or currently use in your school), it has proven to be an effective method for teaching our students how to write effective lesson plans.

The expectation is that you will reference this document each time you write a lesson plan. These are things that will be expected in EVERY lesson plan you write. This document also helps provide an explanation/reminder of what is expected in each section. The absence of these items and/or the items being incorrect will result in point deductions. Use this checklist in conjunction with the provided Lesson Plan Rubric.

TASKSTREAM REMINDERS:

- All lesson plans **MUST** be created in Taskstream and then submitted in Canvas.
- Lesson plans that are **NOT** created in Taskstream will not be graded and you will receive a zero on the assignment.
- You are to use the **FHU Lesson Plan Template rev. 2019** (no other template will be accepted) in Taskstream.
- Lesson plans submitted in the wrong template will not be graded and will receive a zero.

Subject(s): Identify the subject the lesson plan for. (math, reading, music, etc.)

Grade: Identify the ONE grade level the lesson plan is for. The lesson plan should be for ONE grade level, not multiple grade levels. (The only exception to this is if you teach a single class that has students from multiple grade levels. If this is the case - it MUST be noted in your lesson plan.)

Standards: ***This is where you will type and/or copy/paste*** the standards on which you are basing your lesson. Selected standards must be **current** Tennessee state standards (aka Tennessee Academic Standards). When designing your lesson remember that you do not have to teach everything contained in a single standard. ***While you must list the entire standard***, you must evaluate the standard and decide what is appropriate for the single lesson being taught. Your ***learning objective(s)*** will reflect only the part(s) of the standard being taught in the single lesson plan. Indicate the portion of the standard the lesson will focus on by bolding and/or underlining the portions you are focusing on OR striking out the parts that you are not including in your lesson plan.

Content Standard(s): Include all content standards that will be covered in your lesson.

Literacy Standard(s): ***ALL lessons must*** include at least one literacy standard. This identifies ***how*** student will engage with the content through literacy during the lesson (which is reading, writing, speaking, and/or listening). (***For math lessons*** - you should refer to the math literacy standards.)

Practice Standard(s): ***ALL math and science lessons must*** also include at least one practice standard.)

NOTE: Current Tennessee state standards can be found by searching "tn.gov state standards" online.

Learning Segment: Name the concept/idea that will be taught during the five lessons. (Used to be *Unit Topic*)
For example: *The Writing Process*

Central Focus: Identify **HOW** the students will engage with the big idea/concept **of the learning segment** (aka unit). The central focus must have a measurable verb. Example: *Students will follow the steps of the writing process to **write a persuasive essay**.* (**REMEMBER** - the central focus **is not** the same as the *learning objective(s)*. The *central focus* is broad to cover the idea/concept of the *learning segment*, while the *learning objective(s)* only cover the idea/topic/content of the single lesson.)

Learning Context: This section outlines the learning arc for the lesson you chose for the lesson plan. The lesson segment will differ slightly for each lesson in the *learning segment*. List, label, and explain what will occur in the following three sections of the learning arc. Make sure the learning context (learning arc) is accurate and appropriate for the lesson you chose from your *learning segment*.

Prior Knowledge/Skills - This is where you identify the related learning that has taken place before this lesson. Is it a review lesson? Is this the first lesson in a new unit of study? Have students learned something in your class, or in a previous grade, that provided base knowledge? Have you collaborated with a teacher in another content area that has provided base knowledge/skills?

Current Lesson - This is where you will identify how this current lesson fits into the learning arc. (You need to explain this here so it is clear that you understand how this lesson fits into the learning arc.) Explain/state what you will be doing in this lesson and how it fits into the learning arc of where you have been and where you are going.

Subsequent Lessons - This is where you identify the related learning that will take place after this lesson. If it's the last lesson in the unit, identify it as such as well as explain what new learning will happen next.

Lesson Title: Identify the topic of your lesson plan - **which is a sub-topic of your learning segment**.
For example: *Editing*

Learning Objective(s), Assessments, and Knowledge Levels

Learning Objective(s)	Assessments and Knowledge Levels (Bloom's and DOK Level)
<ul style="list-style-type: none"> Only write objectives for the skills to be covered in the single lesson. Your <i>learning objective(s)</i> MUST be aligned with the state standards you selected for your lesson. Each <i>learning objective</i> must begin with a variation of "The learner will be able to" which can be shortened into an acronym (TLWBAT). Each <i>learning objective</i> must include a <u>measurable verb</u> such as identify, sort, or create. Each <i>learning objective</i> should contain a single skill. For example, "TLWBAT brainstorm, draft, and edit a persuasive essay. <i>Brainstorm, draft, and edit are three different skills.</i> You must have a <i>learning objective</i> for each skill - but remember that you should only include the skills to be covered in the single lesson. If you would like, you can list your I Can/Target statement(s) in this section, also. <u>However, it is not required</u>. If you do add them, add another column to the table. 	<ul style="list-style-type: none"> List specific assessments that are aligned to the <i>standards</i> and <i>learning objectives</i> you chose for your lesson. Ask yourself... <i>How will I know if my students met the learning objectives I outlined for the lesson?</i> Then make sure you label and specifically explain each assessment in this section, making sure to include measurement criteria for each assessment except the in-lesson formative assessments. Each lesson must contain each of the following types of assessments. <ul style="list-style-type: none"> <u>In-Lesson Formative/informal Assessments</u> (labeled INL) used throughout the lesson to gauge student progress toward the <i>learning objective(s)</i>. Multiple formative in-lesson assessments should be listed. For example: ILF - Observing students when they do practice problems, white-board practice, hand signaling during questioning, charting. <u>End-of-Lesson Formative/Informal Assessment(s)</u> (labeled ELF) at the end of the lesson to gauge student progress toward the <i>learning objective(s)</i>. For example: ELF - Students will complete an exit ticket with four addition problems. I expect 80% of students to demonstrate mastery. <u>Short-Term Summative/Formal Assessment(s)</u> that are used once mastery is expected (typically at the end of a lesson/learning segment.) Remember that one lesson taught on a subject does not encompass mastery. You must provide at least one <i>short-term summative assessment</i> (labeled STS). For example: STS- Students will research and create a brochure on one of the eight planets. OR STS- Students will complete an end of unit (learning segment) test. 85% of students will score an 80% or higher. <u>Long-Term Summative/Formal Assessments</u> are used once mastery is expected, but also to see if students are retaining material long-term. You must provide at least two long-term summative assessment (labeled LTS). Some examples of LTS include: spiral reviews, <i>benchmark tests</i>, <i>end-of-semester project</i>, <i>semester exam</i>, <i>end-of-course test</i>, and <i>standardized state tests</i>. <p>You must identify the Bloom's level of each assessment listed. You may also identify the DOK level for each assessment if you wish.</p> <p>It is expected that there will be a range of levels used, with an intentional effort to include higher levels.</p> <p>You will identify the knowledge levels by putting them in parenthesis right behind each assessment.</p> <ul style="list-style-type: none"> Here are some examples of measurement criteria. <ul style="list-style-type: none"> 80% of students will master fractions scoring 80% or higher. I anticipate (names of students) to master punctuation at 80% or higher. I anticipate (names of students) to partially master punctuation at 70-79%.

NOTE: Number your objectives, assessments, and knowledge levels to show how they correspond.

Vocabulary:

General - This identifies what we want students to do. Provide term(s) and definition(s). For example, some terms you might list and define here include discuss, apply, and organize.

Academic - Academic content vocabulary students will need to know/use. Provide term(s) and definition(s). For example, some terms you might list and define here include decimal, essay, constitution, and atom.

Language Function: Verb(s) in the *learning objective(s)*.

Discourse: Identify **HOW** students will engage in discourse (talking and writing) using the *academic vocabulary* listed and defined. This must be included in the **lesson activities** and **procedure** sections of this lesson plan.

Syntax: Identify **what the students will do** to organize their thoughts/learning. For example, students complete a t-chart or venn diagram to help them compare/contrast content; students create a table or graph to represent mathematical or scientific data; or students label a map of oceans or countries. This must be included in the *lesson activities* and *procedure* sections of this lesson plan.

Note - The four sections contained in this box make up the *academic language* section of your lesson plan. To score a "4" on the edTPA Rubric 4, you must identify how *"Targeted language supports address use of (1) vocabulary, (2) language function, AND one or more additional language demands (syntax and/or discourse) in ways that develop content understanding."*

Questioning Techniques

Learning Objective(s)	What questions do you plan on asking during the lesson? (What should students be able to answer?) AND Bloom's Level of each question
<p>Copy these from the <i>Learning Objectives, Assessments, and Knowledge Level</i> table above.</p>	<ul style="list-style-type: none"> • Question sequence is closely aligned to the selected standards and learning objectives for the lesson • All questions are sequenced with attention to the instructional goals • Questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation • Questions require students to cite evidence throughout the lesson • Questions are consistently purposeful and coherent • Questions assess and advance student understanding • Questions are provided in list form • Questions are included in the procedure section AND are identified by highlighting or bolding <p>You must identify the Bloom's level of each question listed individually. It is expected that there will be a range of levels used, with an intentional effort to include higher levels</p> <p>You will identify the knowledge levels by putting them in parenthesis right behind each question.</p>

NOTE: Number your objectives, questions, and Bloom's levels to show how they correspond.

Lesson Activities: (Formerly *summary*) - Identify/list all the activities in your lesson and **give the reader a picture of what they would expect to see if they were observing your lesson.** You should NOT restate the *learning objectives* in this section. **Do this as a bulleted list.**

Length of Lesson: Identify the length of the ONE class in which you are teaching this lesson. (Each lesson plan must be for only ONE class period that is being taught on a single day.)

Procedure: This is the most involved section of the lesson plan and includes the *Introduction*, *Instruction*, and *Closure* sections. **Remember that you must identify and label these sections. This entire section (Introduction, Instruction, and Closure) must be scripted.** Scripting means that you should write everything out like you will be saying it to the students. Scripting **is not** writing a description of what you will be doing/saying. To aid with the pacing of your lesson plan, use either timestamps (i.e. 8:25) or activity lengths (i.e. 5 minutes) throughout.

Introduction: Should be about 5-10 minutes, must include a strong hook, and must identify the learning with an I Can/Target statement. (An I Can/Target statement is when you take the *learning objective(s)* and word it so it is “kid friendly.” For example, I can identify three characteristics of an artifact.) No instruction (new learning) should occur during the introduction.

Instruction: This is the main portion of your lesson where all instruction will occur. Any guided and independent practice during the lesson should also occur here. Make sure to include the questions you plan on asking your students throughout the lesson. Input and monitor should be labeled.

- **Input** (*labeled I*) is when students are GETTING information. That could be you (the teacher) telling them the information, students researching or reading, students sharing information with each other, etc.
- **Monitor** (*labeled M*) is when you are assessing student learning. If it involves you asking students questions, then you must include the question(s) you plan to ask. If it involves you walking around to monitor student progress, you must include what monitor, assess, and provide feedback to the students during that time.

Closure: The purpose of the conclusion is to provide a time of lesson summary and should take about 5-10 minutes total. This is NOT where you summarize the activities you have done in the lesson, but where you will lead students through activities in which they will summarize the learning they have done in the lesson. List, label, and explain what will occur in the following three sections of the conclusion:

I do - This is when the teacher summarizes the learning in the lesson.

We do - A time in which the students engage in a brief activity that allows them to summarize/reflect on the learning in the lesson.

You do - A time that students work independently to provide evidence of their progress toward the daily learning *objective(s)*.

Extended Learning: Identify the activity, or activities, you will use to extend the learning in this lesson in a meaningful way. (Will students have written homework? Reading? Questions to answer? Questions to ask parents?) **These activities are NOT optional.** You may or may not use them for grading purposes.

Here are some examples of extended learning:

- For homework, the students will complete questions 1-10 on page 47 of the textbook.
- In preparation for tomorrow's lesson, think about the provided question and be prepared to share and discuss your thoughts in class tomorrow.
- When you go home tonight, ask your parents how technology was different when they were growing up. Be prepared to share what they said in class tomorrow.
- Now that we have learned what unit rates are, look for a real-life example and bring it into class.

Differentiated Instruction: In this section you must specifically state how you will differentiate your lesson for each of the following three groups. Make sure you identify and label each of the three groups listed here (*Enrichment, Support, ELL/ESL*). It is expected that you identify specific students (real or fictional) in the following groups. When you do this, you should **not** use real names and instead use codes such as *Boy 1* or *Girl 3*. For example, *Boy 1 will be provided with a scribe to help him complete the venn diagram.* In addition to individual accommodations, you may also provide broader differentiated strategies for groups of students. For example, ***Enrichment - Students will be challenged by being required to answer the question, "How would have the Civil War ended if Abraham Lincoln had not been the President during this time?"***

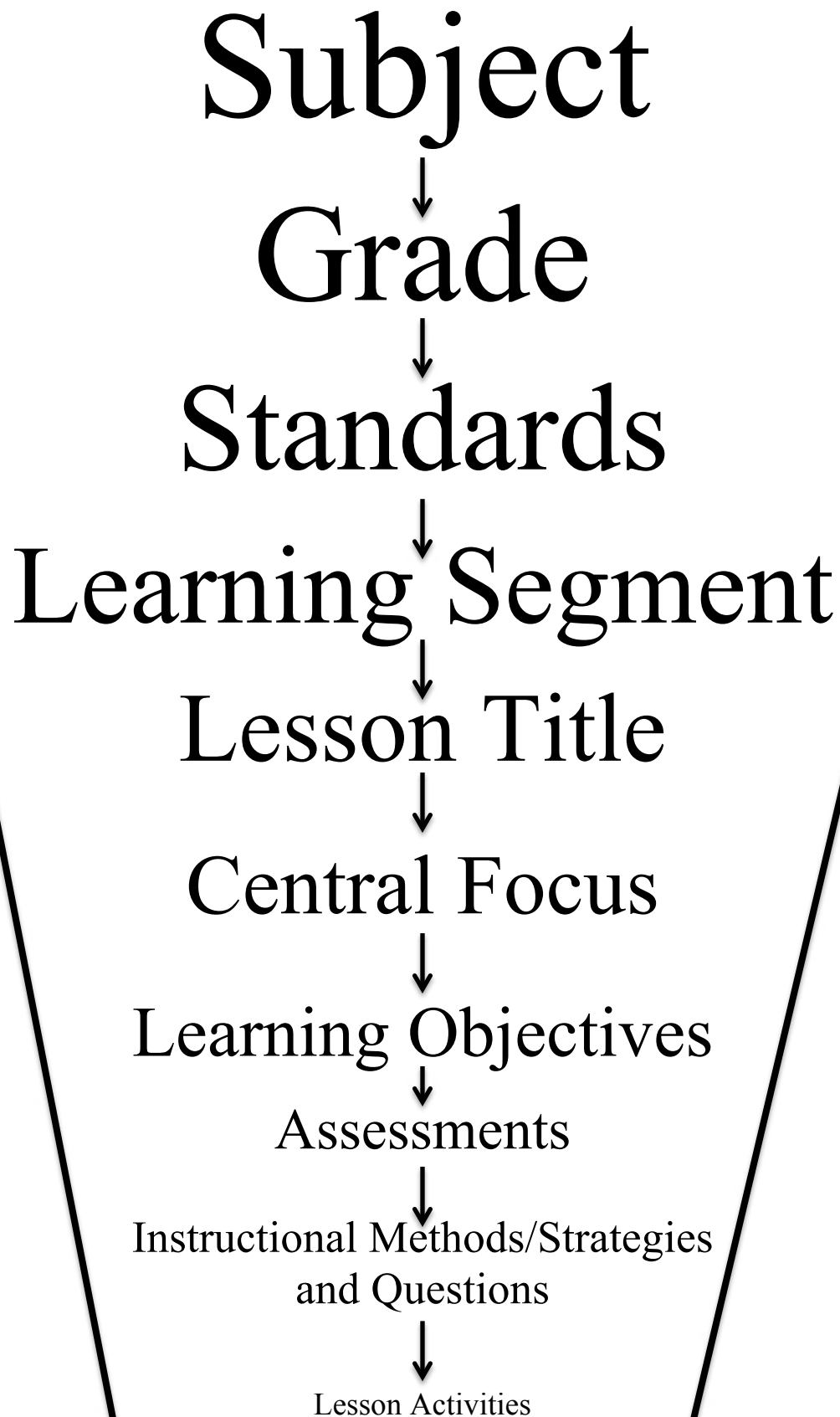
Enrichment - Identify how you will challenge the learners who more easily master the content of your lesson. Think about how you can make the work more challenging for them (for example, go higher on Bloom's Taxonomy). Giving them more work or pairing them with lower learners is **not** acceptable. It is also **not** acceptable to say they will not need differentiated instruction because they will be able to master the content easily.

Support - Identify how you will support the learners who struggle with mastering the content of the lesson. Remember that all students are expected to meet the minimal grade-level expectations for the standard(s) selected for your lesson. How will you scaffold for them? Giving them less work or pairing them with higher learners is **not** acceptable. It is also **not** acceptable to simply state that the accommodations/modifications of an IEP/504 will be met.

ELL/ESL - Identify how you will support the learners whose native language is not English and need additional support. Remember that the students in this group will vary in their needs. Some may speak/understand no, or almost no, English while others will have a much greater command of the English language. Just providing information in their native language is **NOT** an acceptable strategy. Also, you can not guarantee that you will have an aid in the room, so saying that they will work with an aid is not an acceptable strategy. Finally, while you may not have any ELL/ESL students in your class, you must still provide acceptable differentiated strategies for this group.

Materials Used in the Lesson: List ALL materials needed/used to teach this lesson. Make sure to include any links, handouts, PPTs, pencils, paper, pens, manipulatives, etc. *ANYTHING* you or your students need for the lesson must be included here. The reason for this is that someone else should be able to pick up your lesson plan and use this list to collect *ALL* needed materials.

Lesson Alignment Funnel



Bloom's Taxonomy

