|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **McNeese State University**  **Department of Education Professions**  **Lesson Plan Template with Instructions- Aligned to InTASC Standards (Updated Fall 2019; 2020)** | | | | | | | | | | | | | |
| Name: | | | Email: | | | | | Phone: | | | | | |
| School: | | Grade Level: | | Mentor Teacher: | | | Title of Lesson: | | | | | | |
| Brief Overview of Lesson | | | | | | | | | | | | | |
| *Provide a brief, but complete, overview of the lesson. The overview should provide the reader with a description of the lesson’s content and its relationship to the Louisiana Student Standards. This information is intended to give the evaluator an overview of what will occur during the lesson before they actually observe it.*Think about:What is the overall goal for this lesson?How will the activities connect to the larger goals of the content area? | | | | | | | | | | | | | |
| Previously Taught Standards | | | | | | | | | | | InTASC 7g | | |
| *List the Louisiana Student Standards (with both number and description) that the lesson is building upon from the previous grade level or unit taught. (Standards listed within this section should align with LSS listed below.)*  Think about:  Which prior foundational concepts can be linked to the new concept?  What knowledge do students already have that will help them meet the goals for this lesson? | | | | | | | | | | | | | |
| Louisiana Student Standards (LSS) | | | | | | | | | | | InTASC 7g | | |
| *A list all LSS can be found by grade level and content area at:* [*http://www.louisianabelieves.com/resources/library/academic-standards*](http://www.louisianabelieves.com/resources/library/academic-standards)  *You must include both the number and description.*  Think about:  Which standards are aligned to the objectives and assessments of THIS lesson?  Standard=objective=instruction=assessment | | | | | | | | | | | | | |
| Student Objectives | | | | | | | | | | | InTASC 6b, 7g | | |
| *(Objective Formatting)*  *Must be a clear statement that includes 1. Audience (TSW) 2.a measurable action verb from Depth of Knowledge (DOK) 3.the content being taught/learned 4.condition (how they demonstrate their understanding) 5.differentiation by instruction or student 6. Correct DOK level as determined by the verb and complexity of the task*  *Examples:*  *TSW compare and contrast the patterns of events within two stories assigned by reading level using a comparison map. (DOK 2)*  *TSW draw conclusions on the effects of texting and driving in their learning logs by either creating an illustration or writing a paragraph. (DOK 3)*  Think about:  What do you expect students to know and be able to do as a result of this lesson? These objectives must be assessed within THIS lesson. | | | | | | | | | | | | | |
| Additional Standards for 6 ELA and Cross-disciplinary Content | | | | | | InTASC 8m- for 6 ELA; InTASC 7h for cross-disciplinary skills | | | | | | | |
| *List standard and descriptor for your content area standards, other cross-disciplinary content area(s) standards, AND the six ELA standards (reading, writing, speaking, listening, viewing, visual representation) that are covered during the lesson* ***but not*** *necessarily addressed through student objectives and/or assessments.*  *You must include at least one additional primary subject area that will be incorporated into this lesson.*  Think about:  What standards (learning) will students practice during this lesson that they may not be assessed for mastery on?  Example: SL.4.4- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | | | | | | | | | | | |
| Explanation for Inclusion of 6 ELA and Cross-disciplinary Content Standards | | | | | | InTASC 8m- for 6 ELA; InTASC 7h for cross-disciplinary skills | | | | | | | |
| *Cross-disciplinary connections work to create alignment between traditionally discrete disciplines. It is best practice that concepts are not taught in isolation but cross curricular to help students understand that the concept/skill being taught transfer to multiple settings.*  ***Do not*** *list standard numbers and descriptions again as they are already written out in the LSS and Additional Standards sections.*  Think about:  How do the Additional Standards listed above translate to this lesson and build student knowledge?  How do the Additional Standards listed above align to the content being taught?  How do the Additional Standards listed above engage learners purposefully in apply the content?  How do the materials, strategies, and/or content connect to the various standards listed? | | | | | | | | | | | | | |
| Relevance | | | | | | | | | | | InTASC 2j | | |
| *Learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social interactions, as well as language, culture, family, and community values. Explain how your lesson takes these student characteristics into account.*  *Relevance:*  Think about individual student characteristics and contextual values:  How do the objectives and instructional activities consider your individual student characteristics and contextual values? Justify your answer.   1. Student characteristics: experiences, abilities, talents, prior learning, and peer and social interactions 2. Contextual values: languages, cultures, families, and community resources | | | | | | | | | | | | | |
| Rationale | | | | | | | | | | | InTASC 2c | | |
| *Learning occurs over time. How does this lesson support the overall scope and sequence of learning and relate to the students’ real-world?*  *Rationale:*  Think about real-world application and future learning:  How are the objectives and instructional activities of this lesson tied to these students and their real world?  Why are these objectives and instructional activities essential for future learning for these students? | | | | | | | | | | | | | |
| P-12 Student Misconceptions | | | | | | | | | | | InTASC 4k | | |
| *Student Misconceptions:*  *List and misunderstandings, incorrect language/processes associated with the skill/concept you are teaching.*  To locate common concept misconceptions, you type in the standard and the word ‘misconceptions’ to find resources.  Think about:  What misconceptions within this content/discipline may interfere with student learning? What experiences have you created to build accurate conceptual knowledge for these learners? | | | | | | | | | | | | | |
| Learning Environment will be graded using the Lesson Plan rubric descriptors from information included within the Procedure section of this template. (No information will be typed into this box of the template.) | | | | | | | | | | | InTASC 3k | | |
| Lesson Progression | | | | | | | | | | | InTASC 7c | | |
| Step-by-Step Lesson Procedures | | | | | | | | | | | | | |
| **Lesson Progression:**  Under the Teacher Will and Students Will tabs below:   1. *Enter the lesson steps using numbered and/or bullets. All bolded and underlined topics listed below must be included in your lesson.* 2. *The steps should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools, student-created technology products, and reproducible materials/handouts are utilized in the lesson.* 3. *Be precise when explaining the teacher and student tasks during the learning activities. It should be written clear enough that the instructor could teach the lesson just as you envision it.* 4. *Anyone reading over this section of the lesson plan should be able to teach it according to what you envisioned happening during this lesson.* 5. *Add your time each activity designated by red font. Based on the overall goals of the lesson, determine how much time you will need to spend addressing each activity.\*\*The attention span of a regular education child is age plus 2 so plan accordingly.* 6. *Identify pre-planned Seed Questions (InTASC 8i) by green font. Identify pre-planned questions that will be used to foster deep conceptual understanding. Include probing questions (with DOK level) for students with misconceptions and/or who need support.* 7. *A seed question should be asked every 10-15 minutes.* 8. *Seed questions should:* 9. *be open-ended* 10. *DOK level 3 or 4 (higher level thinking)* 11. *Answered in frequent small group purposeful talk/discussions.*  * **Introduction/Gain Attention**   + *This tells the students to stop, look, and listen because something important is going to follow (i.e.: 1, 2, 3 eyes on me; ringing bell; clapping sequence)*   + *Greet students at door telling them what they should do upon entering the room.* * **Framing the Lesson/Relevance (InTASC 4d)**   + *Represents the beginning and end of the lesson.*   + *Have written and visible throughout lesson.*   + *State the* ***objectives*** *(in student-friendly terminology)**and tell the* ***relevance*** *for the students so that they understand what they will be learning, expected to accomplish, and that it is relevant to their lives.*   + *Link today’s learning to the end of unit or culminating task.* * **Motivating Introduction/Hook (InTASC 4d)**   + *Something engaging that peaks a student’s interest in the lesson content and makes connections to learners’ real-world experiences.*   **Be sure to include and label all three parts.**   * **Whole Group (InTASC 8d)** *Content of a Lesson should include gradual release of responsibility from teacher delivery of content to student small group and/or independent practice.)*   + *Explicit teaching activity—“I do”/Teacher Led*   + *Teach the skill/read the story/****engage*** *the students in learning.*   + *Thoroughly explain what content will be presented to students during this time.*   + *Strategies for instruction (modeling, demonstrations, explanation, teacher questioning for comprehension checks, encourage quality topical discussion with all students etc.)*   + *Include all questions to be asked with DOK level identified. Identify pre-planned Seed Questions (InTASC 8i) by green font. Identify pre-planned questions that will be used to foster deep conceptual understanding. Also include how you plan for students to answer (teacher chosen, randomly by pulling names, talk with a partner, etc.)*   + *Quick check that students understand content covered in whole group work (i.e. show of fingers of level of understanding; 4 corners; showdown; Plickers; Activotes)*   + *Transition directions into next activity* * **Small Group/Paired Practice (InTASC 8h)**   + *Directions are chunked and delivered verbally, visually, and with modeling. Be sure to note how small groups/pairs will be determined.*   + *Engaging activity that must have a final product—“We do”/Student Led*   + *Strategies for instruction (graphic organizer, writing activity, manipulatives, discussion, game, etc.)*   + *Include all questions to be asked with DOK level identified. Identify pre-planned Seed Questions (InTASC 8i) by green font. Identify pre-planned questions that will be used to foster deep conceptual understanding. Also include how you plan for students to answer (teacher chosen, randomly by pulling names, talk with a partner, etc.)*   + *Quick check that students understand content covered in small group work (i.e. rubric for self- or peer-assessment)*   + *Transition directions into next activity*   + *Activity for fast finishers (must be content related and not disturb others)* * **Guided Practice (quickly readdress any misconceptions from lesson so far) (InTASC 8d)**    + *Directions are chunked and delivered verbally, visually, and with modeling*   + *Engaging activity where you as the teacher can diagnose any misunderstanding of the content and give immediate feedback to students—“You do”*   + *Strategies for instruction (graphic organizer, writing activity, manipulatives, discussion, game, etc.)*   + *Quick check that students understand content covered in small group work (i.e. rubric for self- or peer-assessment, showdown, show of fingers of level of understanding; 4 corners; Plickers; Activotes)*   + *Transition directions into next activity*   + *Activity for fast finishers (must be content related and not disturb others)* * **Individual Practice (InTASC 8e)**   + *Directions are chunked and delivered verbally, visually, and with modeling*   + *Activity tied directly to objective(s) where students complete a task independently without guidance so that you can assess content mastery—“You do”(can include self-assessment rubric)*   + *Transition directions into next activity*   + *Activity for fast finishers (must be content related and not disturb others)* * **Closing Discussion (InTASC 2d)**   + *Give a discussion prompt that aligns the content learned within this lesson to student personal, family, community, and cultural experiences. The discussion should solidify their learning of the lesson.* * **Transition back to teacher** | | | | | | | | | | | | | |
| Teacher Instructional Resources and Curriculum Materials | Student Instructional Resources and Curriculum Materials | | | | Teacher Technology Resources  and Materials | | | | | Student Technology Resources  and Materials | | | |
| InTASC 4f | | | | | | | | | | | | | |
| * *List instructional resources and curriculum materials needed by teacher* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for your learners? | * *List instructional resources and curriculum materials needed by students* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for the learners? | | | | * *List technology resources and materials needed by teachers* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for your learners? | | | | | * *List technology resources and materials needed by students* * Think about: Are the resources and materials accurate, comprehensive, and appropriate for the learners? | | | |
| International Society for Technology in Education (ISTE) | | | | | | | | | | | | | |
| ISTE Standards for Educators | | | | | | | | | | | | InTASC 5l | |
| *All lesson plans must include ISTE Standards for Educators. A listing of these standards can be found at* [*https://www.iste.org/standards/for-educators#startstandards*](https://www.iste.org/standards/for-educators#startstandards) *Be sure to View Indicators to determine subcomponent elements.* | | | | | | | | | | | | | |
| ISTE Standards for Students | | | | | | | | | | | | InTASC 8n | |
| *All lesson plans must include ISTE Standards for Students. A listing of these standards can be found at* [*https://www.iste.org/standards/for-students*](https://www.iste.org/standards/for-students) *Be sure to View Indicators to determine subcomponent elements.* | | | | | | | | | | | | | |
| Assessments (informal and formal) | | | | | | | | | | | | InTASC 6b; 6k | |
| Think about:  How will you check for student understanding throughout lesson? How will you and your students know if they have successfully met the objectives?  What specific criteria will be met in a successful product/process? What does success of this lesson’s objectives look like?  Did you include informal and formal assessments that clearly aligned to the objectives and reflect the procedures of the lesson plan?  Reminder: A lesson will not have more than one formal assessment (work sample) to be collected for analysis or grading.  *(Identify the assessment or put none for each option AND identify what skill, concept, or objective you will be assessing.)*  ***Whole Group:***  *Informal:*  *Formal:*  ***Small Group:***  *Informal:*  *Formal:*  ***Guided Practice:***  *Informal:*  *Formal:*  ***Individual Practice:***  *Informal:*  *Formal:* | | | | | | | | | | | | | |
| Differentiation by Instruction: content, process, product | | | | | | | | | | | | | InTASC 1d |
| *Place the Tier 1 best practice strategy that differentiates by content, process, OR product in the box below that it aligns with.* | | | | | | | | | | | | | |
| **Content**  *This information, ideas, and skills that students will take in or grapple with so they can reach the learning goals.* | | | **Process**  *The activities through which students take in and make sense of key ideas in the content using essential knowledge and skills.* | | | | | | **Product**  *How students demonstrate and extend what they know, understand, and can do as a result of a unit or series of lessons.* | | | | |
| Differentiation by Learner: interest, ability, learning profile | | | | | | | | | | | | | InTASC 2g |
| *Identify how the specific strategy will incorporate differentiation by interest, ability, OR learning profile in the box below.* | | | | | | | | | | | | | |
| **Readiness**  *The student’s proximity to specified learning goals.* | | | **Interests**  *The student’s personal and situational passions, affinities, and kinships that motivate learning.* | | | | | | **Learning Profile**  *The student’s preferred approaches to learning, as influenced by thinking style, intelligence preference, cultural background, or gender.* | | | | |
| ***Justification:***  *I plan to make strategic and purposeful adjustments to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(DI by instructor) using the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (strategy) determined by patterns in leaner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(DI by Learner) based on learner data collected through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (assessment) implemented through the classroom environmental structure of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (APA reference)* | | | | | | | | | | | | | |
| Real-time Scaffolding  *Activities should be engaging for learners. Worksheets/book work will not be acceptable activities to include in this section.* | | | | | | | | | | | | | InTASC 1e |
| Tier 1  Activity should build on what was presented during whole group, link to a specific concept/skill, include higher rigor, and consider student characteristics. | | | Tier 2  Activity should build on what was presented during whole group, link to a specific concept/skill with the same amount of rigor and consider student characteristics. | | | | | Tier 3  Activity should build on what was presented during whole group, link to a specific concept/skill with the same amount of rigor, allow for students to have extra support, and consider student characteristics. | | | | | |
| Research-based Instructional Strategies | | | | | | | | | | | | | InTASC 7k |
| *This lesson plan should reflect evidence-based instructional strategies, resources, and technological tools. Part of becoming an effective teacher is to be able to identify sources of best practices.*  *After writing your lesson plan, reflect on the following items as they relate to this particular lesson:*   1. *What evidence-based instructional strategies, resources, and/or technological tools did you implement in your lesson?* 2. *Name the source in which you learned/researched this method.* 3. *Justify why this practice enhances your lesson and which group of students it supports with regards to student mastery of skill/concept.* | | | | | | | | | | | | | |