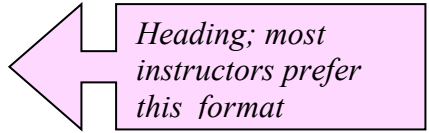


[Student name]  
EDUC 234  
Lesson Plan/Week 12  
November 17, 2013



**Title:** *This should be the name of your lesson. It is tempting to think of clever, “cute” names for lessons, but simplicity is usually preferred.* [example: “How Everyday Things Are Made”]

**Subject:** *This is the subject area that the lesson is primarily concerned with. Often there are multiple areas integrated; just list the primary ones.* [example: Science/Language Arts/Technology]

**Lesson Topic:** *Within the subject area above, what specific learning is the lesson addressing?* [example: The topic of this lesson will be Science; primarily forming a hypothesis and then researching to find out if the hypothesis was accurate.]

**Standards Addressed:** *These are the Montana Content Standards (MCS) and/or Montana Common Core Standards (MCCS, English lang. arts or Math) that are addressed in your lesson. They are usually represented by a letter/number code followed by the language of the standard or benchmark. A “standard” is a major outcome that is expected of students at all levels in that subject area... a “benchmark” is a specific outcome that is associated with a developmental level (i.e. ‘by the end of grade 4’). You should identify the **benchmark** that is addressed by the lesson; in doing so you will also be identifying its standard.*

*In the example below, consider the second reference to the standards:*



MCS.SS.4.6.1 *Identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.*

MCCS.MP.8.3 > Construct viable arguments and critique the reasoning of others.

MCCS.RL.2.3 > Describe how characters in a story respond to major events and challenges.

MCS.SCI.4.5.1 > give examples of how people use science and technology.

**Grade & Learner Profile:** *This is a short description of the make-up of the target student group for the lesson. During student teaching and some field experiences, you may design a lesson for the actual students you are placed with... in other cases the lesson is not actually taught to children but may be written as a class assignment. For these circumstances, indicate a hypothetical classroom setting. [example: 4<sup>th</sup> Grade/ Class of about 20 students]*

**Differentiation:** *In this section, you should write a description of how this lesson will address various special learning needs and circumstances. Adaptations for special education, students with learning disabilities, physical handicaps, and even enrichment for gifted students can be included in this section. The length of this description is variable, but a good target would be 3 to 5 sentences.*

[example: This activity will be performed in groups of around 3 or 4 students, decided beforehand by me as the teacher, mixing advanced students with average students as well as students who may find the activity more challenging. Each student will have an assigned role in the project and I will observe throughout to make sure students are fulfilling their obligations to the group and receiving help when they need it. One student who has an IEP has severe difficulty with reading and processing text; for this lesson I will arrange for that student to have guided assistance in the form of a special education aide, who can interpret and prompt the student in text-dependent situations.]

**Objectives:** *In this section you need to list the learning objectives, or desired outcomes of the lesson. In other words, a list of things students will be able to know and/or do at the end of the lesson. This is certainly one of the most important parts of your lesson plan, because it clearly states the lesson's purpose. The language used in objectives should be clear, to the point, and **measurable**... that is, students should be able to prove that they have learned the objective in a tangible way. Avoid terms like "students will understand" or "students will appreciate", because those statements are often difficult to assess. It is important that your objectives be directly linked to your assessment. Keep the number of objectives reasonable; 3 or 4 is usually sufficient, but for more involved lessons more may be appropriate.*

[Example:

- Students will work in groups to form ideas and outlines of a written piece of communication.
- Students will use prior knowledge and creativity to form 2 or more hypotheses
- Students will use a minimum of 3 web resources to research their hypothesis
- Students will employ critical thinking to compare their hypotheses with facts and identify conflicts between the two.
- Students will create a final, edited written analysis that clearly expresses their discoveries.
- Students will share their final product with the rest of the class in an oral report.

**Materials Needed:** *For this part, list the materials that will be needed in the lesson. When possible, quantify the materials; that is, state how many items will be needed for students and/or groups. These materials may be consumables (paper, string, task sheets, etc.) physical objects, computer software, or school equipment.*

[example: For each student - Paper, pencils, computer(s) with Internet access, marker board and markers for attention step, printout on how glass (or another example) is made from website "How Everyday Things Are Made" at <http://manufacturing.stanford.edu/>, computers with word processing available for final write-up.]

**Instructional sequence:** *A step-by-step description of how the teaching will take place.*

**Attention Step** – *An activity which sparks interest in the lesson's topic; some sort of engaging event, activity, or discussion that gets students thinking about the content to be taught. Video clips, guest speakers, interactive games, and diagnostic activities- that tell the teacher what students already know – are all good examples of attention steps. Most of the time these activities are short but actively involve students. [example: I will introduce the lesson by asking students if they know how something is*

made—for example, glass might be interesting. I will ask them to brainstorm on how they think it is made, writing their responses on the board, perhaps using a KWL chart. Then, I will have prepared beforehand a printout from the website “How Everyday Things Are Made” @<http://manufacturing.stanford.edu/>, describing how exactly glass is made. I will read this printout and then, as a class, we will compare how we were correct and how we were incorrect in our hypothesis. We will discuss what exactly a hypothesis is, how it is basically an educated guess.]

*What follows the Attention Step are brief descriptions of what is to follow... step-by-step write-ups of the instructional plan, with details about how each segment of the lesson will be taught. Typically, there are 3 or 4 of these steps, then a short “wrap up” activity that closes the lesson. In this wrap-up, students should be reminded of the purpose of the lesson.*

**First Step** - Next I will have them get into groups, and give roles to each student in the group. One person will be the note taker, another will be task-manager, making sure the group is remaining on task, another might be assigned the role of researcher, another the typist who is in charge of putting their final results in to a word document, or the final speaker when students present their project. I will explain the assignment: In their groups, they will be coming up with several everyday items and brainstorming about how they think they are made. (Several items will be necessary as not all items will be available on the site) I will give them the expectation that they come up with what an item is made from, what ingredients are added, and what process from beginning to end these ingredients go through to become the final product.

**Step 2:** Next, students will go to the computer lab and visit the site “How Everyday Things Are Made” @<http://manufacturing.stanford.edu/>. They will choose one thing on their list and look up how it is made on the site. (If they cannot locate how the item is made, they will choose another item from their list, etc.) They will print out the description from the site. Next, they will get back into their groups and compare and contrast the actual making process with their hypothesis.

**Step 3:** As a group, students will now develop a brief write-up of how they were correct and how they were incorrect. In this write-up, the reader or listener must be able to gain knowledge of the actual making process of the item. The typist of the group will take the rough draft of this write-up (probably about 1 page/double-spaced in length, perhaps a bit longer) and compose it on Word, checking for errors in spelling and grammar.

**Wrap-Up:** Groups will present their final results in front of the class. Students not presenting will evaluate other groups’ presentations using a basic 1/2/3 rubric. Finally, I will facilitate a closure discussion that revisits the objectives and provides a transition to the next phase of the school day.

**Assessment:** *Another very important part of your lesson plan is the section on assessment. This bulleted list should describe what assessment strategies will be used to measure whether or not the lesson objectives have been met. It is important to make sure that your assessment task(s) is/are tied directly to your previously stated objectives. It is recommended that teachers employ diverse types of assessments to better determine the effectiveness of teaching and learning for all students. Though a multiple-choice paper-pencil test might work well in some activities for some students, it may not for other students or situations. Performance and authentic assessments, anecdotal records, and both formal and informal assessments can be described in this section.*

**Reflection:** *If you have actually taught this lesson, indicate how it went, what went well or not well, and why in about 3 to 5 sentences. If you have not taught the lesson, simply indicate this in writing.*  
[example: I have not yet taught this lesson.]

# Lesson Plan Scoring Rubric

## SKC Teacher Education Program

Component	Needs Improvement (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
<b>Topic Focus</b>	Topic is not evident, or is inappropriate for grade / developmental level of students. Substantial revision required.	Topic of lesson is somewhat unclear or is inconsistent throughout the lesson sequence. Topic of lesson may not be clearly appropriate for grade level.	Focus of lesson is clear, but may not be evident throughout lesson sequence. Lesson topic is appropriate to grade/age level.	Topic is appropriate and especially well-articulated. Focus of lesson is well-placed for age/developmental level.	<input style="width: 100px; height: 30px;" type="text"/>
<b>Instructional Goals and Objectives</b>	Objectives are not evident, or are poorly expressed. Objectives are not tied to other aspects of the lesson plan.	Objectives are evident, but may not be measurable. Objectives are adequate, but may not be clearly expressed. Objectives may require revision.	Objectives are clearly stated and connected to other aspects of the lesson.. They are well expressed and measurable.	Objectives are unusually comprehensive, clear, and relevant to the lesson. They demonstrate rigorous yet appropriate behavioral and academic expectations.	<input style="width: 100px; height: 30px;" type="text"/>
<b>Instructional Sequence</b>	Instructional strategies are not evident, or are unclear and disorganized. Instructional methods may be inappropriate.	Some instructional strategies are appropriate for learning outcomes. Instructional sequence is inconsistent and may require revision.	Most instructional strategies are appropriate for learning outcomes. Learning experiences are well-paced, appropriate, and well articulated.	Learning sequence and choice of instructional methods are excellent in scope and sequence. Teaching methods reflect a keen awareness of students' learning needs.	<input style="width: 100px; height: 30px;" type="text"/>
<b>Assessment</b>	Assessment strategies or tools are not evident or are inappropriate for learning outcomes.	Assessment methods are evident, but may not be tied clearly to learning objectives. Assessment methods may be weak and may require revision.	Lesson assessment is clearly stated and has been connected in meaningful ways to learning objectives.	Assessment strategies are comprehensive, well articulated, and directly tied to objectives. Quantity and quality of assessment strategies are exemplary.	<input style="width: 100px; height: 30px;" type="text"/>
<b>Organization and Presentation</b>	Lesson plan is disorganized or poorly presented. No logical sequence of learning activities is evident. One or more required elements missing.	Lesson design contains all required elements, but may need revising for aspects of organization or presentation.	Lesson is appropriately organized and well expressed. All elements evident and in proper sequence. LP is easy to understand and follow.	Lesson plan is unusually well organized, includes supplementary materials, and is rich in detail with all required elements.	<input style="width: 100px; height: 30px;" type="text"/>
<b>Writing Conventions</b>	Many (more than 5) spelling, grammatical, or organizational writing errors evident. Substantial revision necessary.	Some (1 - 5) spelling, grammatical, or other writing errors are evident, but otherwise writing is adequate and clear.	No errors evident in writing. Written conventions are followed, and writing is appropriate for an upper level college course.	No errors in writing conventions evident. Writing reflects exemplary and appropriate use of vocabulary. Writing is unusually professional in form and substance.	<input style="width: 100px; height: 30px;" type="text"/>
<b>Total</b>					<input style="width: 100px; height: 30px;" type="text"/>