**SMSU Education Department Lesson Plan**

**SMSU Teacher Candidate:**

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| **Grade/Class:** | **Subject:** | **Date:** |
| **Learning Segment/Central Focus of the Unit:** Fractions or Writing | | **Lesson Duration:** |
| **Central Focus of this Lesson (Topic):** Statement or phrase that captures or summarizes the overarching learning. The Central Focus of this lesson must be the foundation for the learning segment. Examples:   * Elementary Literacy: comprehending or composing text   + - Essential Strategy for Literacy: see Understanding Rubric Level Progressions document (Appendix A).     - Must include at least one related skill (Appendix A). * Math: conceptual understanding, procedural fluency and mathematical reasoning or problem solving skills * All Content Areas: Utilize your specific edTPA handbook for examples. | | |
| **MN Academic Standard(s):** Identify specific standards and include the standard number and related text; use the strike out feature for any elements not addressed in this lesson plan. | | |
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| **Standards-Based Measurable Learning Objective(s) – SMART Goals:**  What do you want students to think, know, understand and/or be able to do?  Use verbs associated with Bloom’s new taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.  Objectives need to include the following: condition, content, observable behavior, criteria  Suggested Format:  Given (learning activities or teaching strategies), the learners will (observable and measurable behaviors) in order to demonstrate (desired learning based on standards) based on (identify criteria).  Examples -  Given direct instruction on identification of main compared to supporting characters, the students will underline the main character and circle the supporting characters with 100% accuracy in two of three trials.  Given instruction on use of a 4-corners vocabulary chart, the learners will diagram and describe characteristics of 2-dimensional objects (triangle and square) with 100% accuracy.  Content Objectives: The learner will ….  Language Objectives: read, write, speak, listen (for use with ECE or ELED literacy) | | | |
| **Context for Learning –** The following details must be *specific* to your lesson and students. These must be aligned in *Methods of Differentiating Instruction* and *Planning for Instruction* sections.  About the students in this lesson:   * Males \_\_\_\_ Females \_\_\_\_\_ * Specific Language Needs/English Learners \_\_\_\_\_ * Needing greater challenge or support \_\_\_\_\_ * Struggling with reading \_\_\_\_\_ * Underperforming students or have gaps in academic knowledge \_\_\_\_\_\_ * Students with Individualized Education Programs (IEPs) \_\_\_\_\_\_ or 504 plans \_\_\_\_\_   + Accommodations, Modifications and and/or Pertinent IEP Goals for each specific disability area in your classroom (LD, DD, EBD, ASD, etc.): | | | |
| **Students’ Prior Knowledge**  **Academic:**  What do students know, what can they do, and what are they learning to do in relation to central focus? Identify the level within Bloom’s Taxonomy.  **Personal/Cultural/Community Assets:** Given what you know about the students’ personal, cultural, and community assets, how will this lesson utilize current level of knowledge in a relevant manner?  **Possible Misconceptions (Misunderstandings):** Given review of students’ previous learning related to the central focus, what possible misconceptions might your students exhibit during this current lesson? | | | |
| **Materials Needed**: List all materials needed for the lesson, including textbook, software, apps, etc.  **Technology Needed and Backup Plan:** (always have a back-up plan) | | | |
| **Utilizing Academic Language** | | | |
| **Language Function:**   Choose one language function. Identify a key learning task from plans that provide students opportunities to practice using the language function. Examples:  Literacy: identifying, describing, explaining, predicting, or comparing  Math: Describing, predicting, comparing, summarizing, recording All Content Areas: Utilize your specific *edTPA Handbook* for examples.  **Language Demands:**  Based on the selected language function & task, describe how the students will utilize the language demands (written or oral).  Utilize *Understanding Rubric Level Progressions* to address vocabulary, syntax, and discourse.  1. Vocabulary, key phrases, or symbols used in the discipline:    2. Syntax: The set of conventions for organizing symbols, words, and phrases together into structures that will help develop targeted skills (e.g. sentences, graphs, tables).  3. Discourse: A way to structure oral or written language to scaffold students as they talk, write, and participate during knowledge construction. | | **Language Supports:**  Describe instructional supports that will help students understand and use language function & additional language demands.  Examples:  Modeling  Guided practice  Word walls  Graphic organizers  Language frames  Examples of language use | **Assessment:**  Describe the formal and/or informal assessments that will provide evidence of students’ understanding of academic language. Consider differentiation needs of students in your lesson. |
| **Methods of Differentiating Instruction** | | | |
| Tell how you will modify this particular lesson to accommodate the specific needs of the individual students who are listed in your Context for Learning noted above (students on an IEP, gifted and talented, English Learners, etc.) AND the diverse needs of all learners. Avoid generic descriptions. Consider individual target students, small groups, and whole group.  **Content/Subject Matter:**  **Learning Process:**  **Assessment of Learning:**  **Physical/Emotional Needs:**  **Classroom Learning Environment:** | | | |
| **Planning for Instruction** | | | |
| **Research Base/Justification for the Plan of Instruction** Identify specific research to support the instruction for this lesson. There must be three sentences to tie research to the specific teaching and learning in the sequence of instruction column. | | | |
| **Time allowed** | **Sequence of Instruction**  **(What and How):** Detailed step-by-step plans with the questions you will ask included. Identify objective/s for this lesson. Choose option 1, option 2, or an option recommended by your content methods instructor:  Option 1 format: -Before Learning -During Learning  -After Learning  Option 2 format:  -Orientation  -Presentation/Explicit Instruction  -Structured Practice/Exploration  -Guided Practice/Feedback  -Independent Practice/Application  -Summary/Closure  \*Include differentiation as noted above. | | |
| **Assessment of Learning:**  Identity methods to assess learners directly linked to the Sequence of Instruction noted above. | | | |
| **Predictive Feedback to Students:** Indicate how you will provide feedback to your students about their learning, include corrective and affirmative feedback in oral and written forms regarding assessments for focus students (above-level, on-level, and one student with a specific learning need). Specific feedback will identify strengths and needs as well as recommendations for future learning. For this lesson, consider the possible misconceptions noted above in this plan to provide feedback. | | | |
| **Enrichment or Follow-up Activities:** | | | |
| **Daily Assessment & Reflections on Student Learning & Lesson Implementation** | | | |
| Post-teaching reflection: How did the lesson go? Did the student make progress? How do you know? Are you making changes to your next lesson to reflect how the student responded to this lesson? | | | |