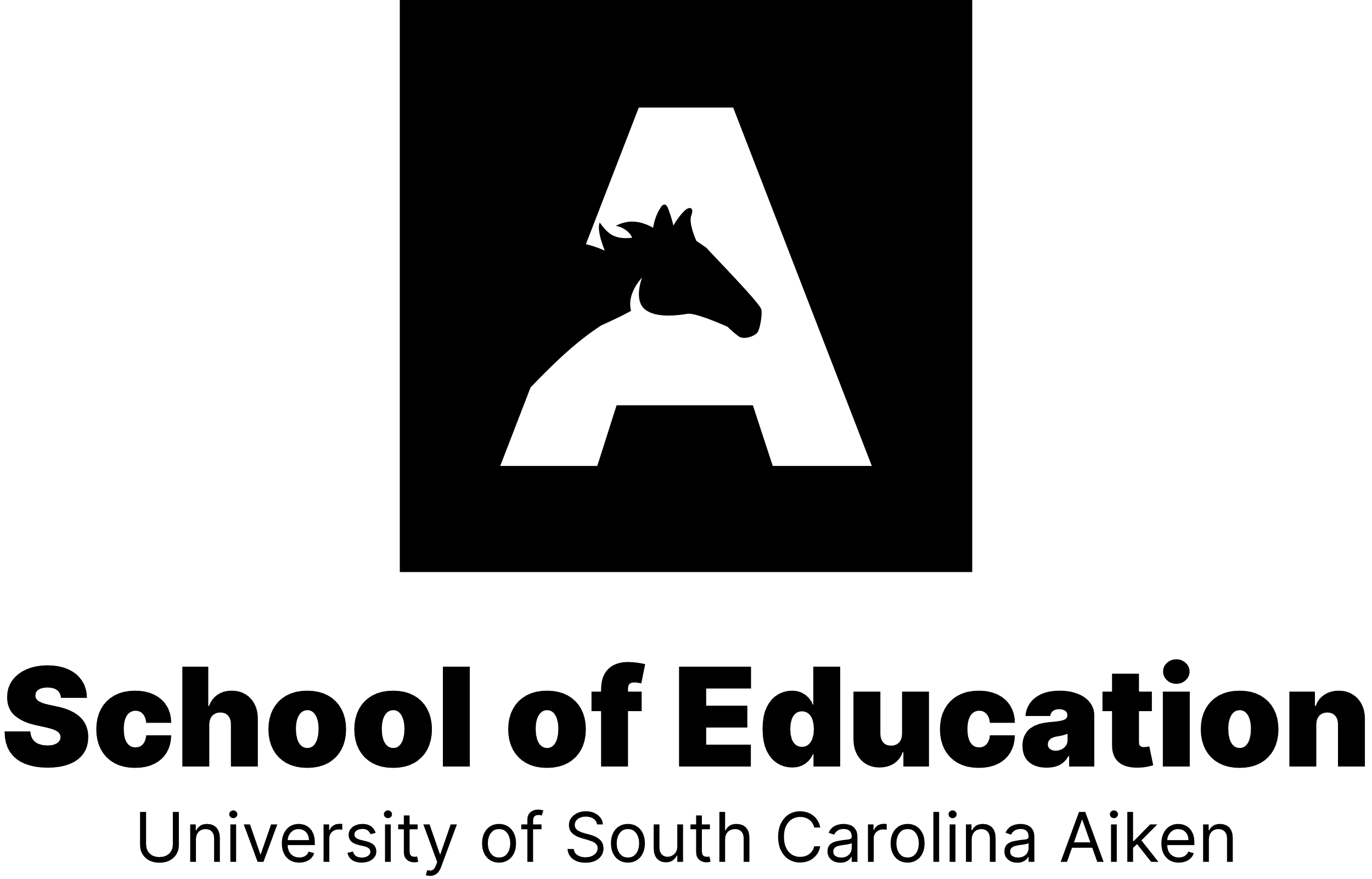
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**Lesson Plan Guide**

# Complete each section of the Lesson Plan Template. Consult the USC Aiken Lesson Plan Guide for specific instructions. Each component will be assessed using criteria found on the Lesson Plan Rubric.

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| **Candidate Name** | Name and USCA Honor Code |
| **Date of Lesson** | Give the anticipated date and time the lesson will be taught. |
| **Duration** | How long should the lesson take (minutes)? |
| **Number of Students** | For how many students is this lesson plan intended? |
| **Subject Area(s)** | Mathematics, Science, Social Studies, ELA, etc. |
| **Grade Level(s)** | This may be a single grade or a span of consecutive grades (e.g., grades 2-3). |
| **Lesson Title** | Create a title for your lesson. |

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| **You will be assessed on the following components:** |
| 1. **Standard & Indicator**   Copy and paste the SC State Standard including indicator notations and descriptions this lesson will address. To find the academic content area standards and support documents, go to: <https://ed.sc.gov/instruction/standards-learning/> |
| 1. **Learning Objective**   Use the standard/indicator to write one measurable, observable objective using the formula below. A learning objective is a clear instructional statement that describes the learners’ behavior. What will the students DO to demonstrate they have achieved the learning objective? “Understand” is not a measurable objective. Use action verbs from Bloom’s Taxonomy (2001). Go to: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>  Use the ABCD method to write a student-centered learning objective with specific, observable outcomes:  **A**udience- Who is the learner? (The students…)  **B**ehavior- What should they be able to do? (…will be able to **classify** minerals by their properties…)  **C**onditions- Under what circumstances? (Given 12 minerals and a sorting sheet…)  **D**egree- What level of performance? (…with 80% accuracy)  Example: The students will be able to sequence the five main events in the story using a graphic organizer with 80% accuracy. |
| 1. **Assessments**   Your lesson should include at least one pre-assessment, formative assessment, and summative assessment explicitly aligned with the lesson objective. Describe the assessments you will use prior, during, and after the lesson that provide information to guide instructional decisions and provide opportunities for students to demonstrate mastery of the targeted objectives. Include the criteria for mastery, scoring guide(s), and method of computing scores. Describe how the assessments will be conducted, how data will be analyzed, and how students will receive feedback. Attach a copy of the rubric, checklist, quiz, scoring guide, or other assessment tool(s) you will use.  Address each of the following:   |  |  |  | | --- | --- | --- | | Prior to Lesson:  **Diagnostic** Assessments or Pre-Assessments: How will you assess student knowledge of the content/skills addressed in this lesson *prior* to teaching? How will you diagnose readiness for the planned lesson? | During the Lesson:  **Formative** Assessments: How will you assess student knowledge of the content/skills addressed in this lesson *during* the teaching? This can be done informally or formally. How will you monitor their progress and adjust your instruction based on the information you gain? | After the Lesson:  **Summative** Assessment or Post Assessment: How will you assess student knowledge of the content/skills addressed in this lesson *after* the teaching? This should be aligned to your lesson objective and is typically for a grade. | | Suggested pre-assessments:   * A classroom survey * “Meet Your Match” vocabulary terms and definitions * KWL chart * Free write on the topic/brainstorming * Pre-test or informal quiz * Ask students to self-evaluate what they know about a topic * List specific questions you will ask to probe for gaps and misconceptions | Suggested formative assessments:   * Ask students to recall previous information and relate it to this lesson * Hand signals/ thumbs-up * Hold up mini white boards or response cards * Observation of an activity or class discussion with a checklist * List specific questions you will ask to probe for misconceptions * Quick Write on what they have learned * Ask students to summarize the lesson on a sticky note * Exit ticket | Suggested summative assessments:   * Data sheet measuring progress across time * Performance task with a checklist * Short essay or writing task with a rubric * Project or portfolio with a scoring guide * Tic-Tac-Toe Choice Board * Quiz * Test | |
| 1. **Pedagogical Strategies**   What are you going to **do** to achieve your learning objective? Select instructional strategies that effectively support the learning objective. Explain WHY you selected the specific strategies for this lesson. Your lesson must include multiple and varied ways to actively engage and meet the needs of diverse learners, promote curiosity and exploration, and provide opportunities for student-to-student interaction. You should provide opportunities for collaboration and student choice (consider offering a menu of options). Suggested pedagogical strategies include:   |  |  | | --- | --- | | * Anticipation Guide * Brainstorming * Graphic organizer/concept map * Structured notetaking * Analyze image, photo, or object * Annotate or highlight text * Guided practice * Quick Writes * Direct instruction/lecture * Demonstration * Hands-on manipulatives * Small groups | * Rotation Stations * Gallery Walk * Turn & Talk * Think-Pair-Share * Mnemonic device * Drawing/artwork * Movement * Music * Video * Roleplay * Game * Project | |
| 1. **Adaptations**   To meet the needs of all learners, your lesson must provide opportunities for differentiated learning as well as appropriate accommodations and modifications for students with exceptionalities.   * **Differentiation** offers multiple ways to access and process information. Your lesson should address 2 or more modalities of learning (e.g., visual, auditory, tactile) and incorporate multiple intelligences where possible (e.g., musical, spatial, bodily-kinesthetic, logical-mathematical). Also, how will you differentiate for varying rates of learning (e.g., early finishers) and different levels (e.g., gifted and talented)? Examples: * The graphic organizer and color coded instructions address the needs of visual learners. * Auditory learners will listen to a song and their peers’ explanations during guided practice. * Hands-on manipulatives will promote understanding for tactile learners. * Kinesthetic learners will benefit from moving their bodies during the simulation. * Early finishers will use 2 additional measuring devices to investigate the mass of the items. * **Accommodations** level the playing field for students with exceptionalities. What accommodations will you make to ensure access and academic success for students with disabilities such as autism, ADHD, language impairment, intellectual disability, learning disability, visual impairment, hearing difficulty, etc.? Although accommodations may be offered to all students, they are created with specific students in mind. Suggested accommodations include: * The text will be enlarged using sharp contrast for the student with a visual impairment * A video with closed captioning will be provided for the student with a hearing impairment * Step-by-step directions will be numbered and color coded to help the student stay focused * Allow extended time for assignments or tests * Reduce the number of problems or questions (such as even/odd) * Provide handouts of presentation materials * Preferential seating * Magnifying device * Graphic organizer * Provide fill-in-the-blank lecture notes * Allow student to dictate or type the assignment * Permit the use of a calculator * Allow the student to stand * Take frequent breaks * **Modifications** change the playing field and should be made for individual students according to their IEPs in consultation with the special education teacher. Examples include using a text on a different reading level, adapting the lesson objective, or simplifying the content. |
| 1. **Culture & Diversity**   Your lesson should be aligned to student interests and cultural heritage. How will your lesson demonstrate developmentally and culturally responsive practice? How will you engage and support the English Language Learners in the class? Examples:   * The lesson will be launched by reading aloud *First Day in Grapes* by L. King Perez, which tells the story of a migrant family following the harvest of fruits and vegetables in California. * The content of the lesson will be broken into smaller chunks for English Language Learners (ELLs). * Sentence frames and word banks will be used to scaffold ELLs’ writing. * Increased wait time after posing questions will offer students more time to think and translate. * Students will solve word problems using soccer players’ stats (goals, cards, shots, and assists) on *Las Chivas de Guadalajara*, a top ranked teamin Liga MX, the Mexican football league. * A non-English speaking student will be temporarily paired with a bilingual buddy. |
| 1. **Grouping Students**   Describe how you will group students (heterogeneously, homogenously, partners, small groups, whole class). Will you group students randomly or strategically? What strategy or criteria will you use to assign students to groups? Are the groups intentionally varied by race, gender, ability, and age? Explain your plan for purposeful collaboration and an effective group experience. How will the students’ roles and responsibilities be explained? Note: You may have different groupings for different parts of your lesson to meet the needs of your learners. |
| 1. **Lesson Content**   Summarize the “big ideas” in your lesson. What new concepts and skills will be taught? What vocabulary will be introduced? Example:   * ***Concepts:*** Between 550 CE and 1450 CE, world civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased, resulting in unintended consequences. * ***Skills:*** causation, periodization * ***Vocabulary:*** feudalism, social hierarchies, commerce, goods, trade routes, exchange, Black Death |
| 1. **Lesson Structure**   Describe your lesson structure with step-by-step procedures and time estimates for each phase. NOTE: The order of the procedures may vary according to your instructor’s prescribed instructional model (e.g., Learning Cycle, The E’s, Gradual Release, etc.). Describe what the teacher will do to teach the objective and what the students will do to explore, learn, and practice. Procedures should be so specific that another candidate or teacher could deliver the same lesson in the same way using your lesson plan in your absence. At a minimum, your lesson must include:   |  |  | | --- | --- | | **Launch the lesson with a strong opening** | * What “hook” will you use to engage students? * How will you preview the organization and purpose of the lesson? * How will you make a connection to students’ prior knowledge about the skill or concept? * How is it relevant to students’ lives? * Examples: * Read aloud an excerpt from a book, magazine, or newspaper clipping * Listen to a historic audio clip * Watch a short video related to your topic * Survey students to collect data * Pose a problem, question, or puzzle | | **Direct Teaching** | * What concepts and skills will require explicit/direct instruction? * What terms need to be defined? * What specific examples will you share with students? * How will you logically sequence and segment the content, step-by-step? * How will you use varied instructional strategies for explicit teaching/direct instruction? | | **Opportunities for student exploration and practice** | * How will the students have concrete, hands-on experiences with materials? * What interactive activities are planned? * How will you prompt and monitor students’ thinking? * How will you emphasize real-life applications and problem solving? * What student tasks or actions will demonstrate learning? * How will your checks for understanding inform your instruction? * How will you know when students are ready to move to independent practice? * How will you know that most students have mastered the learning objective? | | **A meaningful closure** | * How will the students summarize the lesson? * How will students reflect on their learning? * How will you close the lesson in a way that determines student mastery? * Examples: * Quick-Write at the end of class: “What was the more important idea you learned today?” * Ask students to summarize the material using a graphic organizer, then report out. * 3-2-1 Exit Slip: 3 things you learned, 2 things you liked; 1 thing you still have questions about. |   Structure your lesson with procedures ordered and aligned to your instructor’s prescribed instructional model (e.g., Learning Cycle, The E’s, Gradual Release, etc.). Two examples are listed below.  **Example 1: The 6 E’s**  **ENGAGE: (Suggested Time: 5-10 minutes)**  Launch the lesson with a strong opening activity that is motivating, captures students’ attention, and connects prior knowledge related to the lesson objective. This might include a briefmotivational initiatory activity or springboard, a visual aid or activity that evokes interest and curiosity. It should be linked to the lesson content and give students a reason for studying the topic.  **EXPLORE: (Suggested Time: 10-15 minutes)**  Describe an exploratory, interactive activity the students will do to investigate key concepts. List “big idea” conceptual questions the teacher will use to encourage and/or focus exploration. Using this model, the goal is for students to gain some hands-on experience working with materials or wrestling with new ideas *before* direct instruction. However, “Explore” and “Explain” may be re-ordered or alternated if needed.  **EXPLAIN: (Suggested Time: 10-15 minutes)**  This is the direct instruction portion of the lesson. The goal is to connect the students’ explorations to the key concepts of the lesson objective. What did the students discover? What patterns did they see? Does this process have a name? Who invented it? Are there algorithms or formulas to solve similar problems more efficiently? What vocabulary will be introduced?  **ELABORATE: (Suggested Time: 10-15 minutes)**  Describe how you will use concrete, hands-on instruction and practice with an emphasis on real-life applications and problem solving. What will you include to make this lesson authentic and relevant for your students? Explanations, examples, and practice should have a logical order (e.g., simple to complex) and address common student misconceptions.  **EVALUATE: (Suggested Time: 5-10 minutes)**  Describe how you will assess the students’ understanding of the topic and how they will demonstrate mastery.  **END: (Suggested Time: 5-10 minutes)**  Describe how you will bring closure to the lesson. The closure should clearly provide a summary of the main points of the lesson, provide an opportunity for students to reflect, and set the stage for new learning.  **Example 2: Gradual Release**  **Pre-Requisite Skills: (Time)**  Identify which skills the students will need in order to have access to your lesson. These should be skills you review at the beginning and/or throughout your lesson.  **Activating Background Knowledge: (Time)**  How will you engage the students (hook) to open the lesson? Consider a review of the pre-requisite skills here, as well as student learning styles.  **Model (I Do): (Time)**  Describe how you will *teach* the skill(s) addressed in this lesson. You should explicitly teach!  **Guided Practice (We Do): (Time)**  Describe how students will practice the skill(s) together with you. You likely will include how students will practice with each other, as well. Note: this is often more than one activity. Remember, students should practice until they are ready for the Assessment (You Do).  **Transition to Independent Practice: (Time)**  How will you check to make sure students are ready to move to independent practice?  **Independent Practice/Assessment (You Do): (Time)**  Describe the assessment your students will complete to provide evidence that they have mastered the learning objective. This is your summative assessment! Include how you will administer and score this assessment, as well. Be sure to address these questions: What authentic practice will students complete independently to demonstrate their learning? Is the independent student work aligned to the learning objective? How will you monitor and adjust your lesson to provide in-class interventions, small group instruction, and/or conferencing? How will you provide opportunities for students to extend their learning?  **Closure:** **(Time)**  Describe how you will wrap up the lesson by summing up learning and providing connections to real life. |
| 1. **Follow Up**   What will you do AFTER you assess your students’ mastery of the learning objective?   * **Remediation:** What will you do for those students who do not meet the intended learner outcomes? What new strategies will you use to help the students who did not achieve mastery? NOTE: You will need to find a different way to teach the concept! * **Enrichment:** How could you extend the learning for early finishers and accelerated learners? |
| 1. **Questioning**   List specific questions you will ask throughout your lesson. The questions should address instructional goals and prompt different types of thinking. List specific questions you will ask to prompt student thinking, determine students’ understanding, and provide individual feedback. How will you provide opportunities for ALL students to respond to your questions? (Consider using Think-Pair-Share or Quick Writes). How will you monitor the students’ responses to determine their levels of mastery? How will you use the students’ responses to guide your teaching? Include at least 2 questions from each of the 3 categories if it is appropriate for the learner (for example, students with intellectual disabilities). Examples:   |  |  |  | | --- | --- | --- | | **Knowledge and Comprehension** | **Application and Analysis** | **Evaluation and Creation** | | * Which is the best answer …? * How would you classify the type of …? * How would you compare/ contrast …? | * What examples would show …? * What other ways could you use …? * What questions would you ask …? | * What data was used to draw this conclusion…? Do you agree? Why? * What choice would you have made…? * Can you construct a model that would demonstrate…? | |
| 1. **Materials**   Attach a copy of all handouts to your lesson plan. Provide an itemized list of materials with quantities for each:   * What materials/ resources do the students need? (e.g., manipulatives, laboratory equipment, handouts, supplies, books including page numbers, etc.) * What materials/ resources does the teacher need? (e.g., websites with titles and URLs, books including page numbers, etc.) |
| 1. **Educational Technology**   List the required technology needed to teach this lesson. How will you use multimedia (video, audio, or images), software, games, clickers, or apps for instructional purposes? Will students actively interact with technology? How and why will specific technology be integrated into the lesson (such as review, remediation, or enrichment)? |
| 1. **Safety Considerations**   Address concerns/issues of physical and psychological safety, where applicable. Discuss classroom environment and layout, accessibility, student mobility issues, trip hazards, and possible misuse of materials. Suggest safe ways of avoiding potential hazards. If none, state so. |
| 1. **Linking Theory to Practice**   The theory or theories you select should support the teaching strategies and groupings described in your lesson plan. **Why** are you doing **what** you are doing **the way** you are doing it? Which theory or theories align best with your beliefs about how children learn? What processes are associated with that theory? How does that determine the pedagogical teaching strategies and groupings you have included in your lesson plan? For example:   * *Behaviorism:* The learner’s behavior is shaped by the external environment. Teachers focus on behavioral objectives and reinforcement, as opposed to students’ inner thoughts and mental processes (Skinner). Information is presented in small, sequential steps. Activities might include direct instruction/lecture, fill-in-the-blank worksheets, and extrinsic rewards. * *Social cognitive theory:* Learning occurs in a social context through observation, imitation, and modeling (Bandura). Activities might include demonstrations, videos, and role playing. * *Lifespan development theory:* Individuals pass through eight stages/inner psychosocial conflicts to be resolved throughout the lifespan (Erikson). Teachers focus on helping students achieve trust, autonomy, initiative, industry, and identity. * *Constructivism:* Individuals actively construct their own knowledge using schemas; stages unfold as thinking becomes more complex (Piaget). Teachers provide engaging experiences for students to integrate prior knowledge with new information. Activities might include KWL charts, anticipation guides, and inquiry stations. * *Social constructivism:* Learning is constructed in the context of social interaction and language (Vygotsky). Teachers focus on active, cooperative learning. Activities might include Turn & Talk, Think-Pair-Share, partner work, and small groups. * *Information processing:* Information is perceived, encoded, stored, and retrieved (Seigler). Teachers focus on memory and metacognition strategies. Activities might include using graphic organizers, chunking, repetition, and mnemonic devices. * *Ecological systems theory:* Development occurs in the context of various systems ranging from family and friends to institutions and cultural values (Bronfenbrenner). Teachers focus on the connections between the learning environment and the home, as well as the student’s culture. |