

# Instructional Common Core Aligned Lesson Plan Template

All McNeese pre-service teachers (student teachers & interns) need to provide detailed information about the content and procedures used to teach a single lesson. All areas are addressed as part of planning and preparing for teaching.

<b>Contact Information:</b>
Contact information will list your name, school/organization, and e-mail address. Indicate date lesson taught.
<b>Title:</b>
Provide the complete lesson title.
<b>Primary Subject Area and Grade Level:</b>
List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.
<b>Overview:</b>
Provide a brief, but complete, overview of the lesson. The overview should provide the reader with a description of the lesson's content and relationship to the Louisiana Content Standards/ Common Core State Standards. How does this lesson support the state content standards? Danielson, 1c
<b>Approximate Duration:</b>
State the approximate time frame for this lesson/unit. Example: 3- fifty minute class period.
<b>Class Information:</b>
Describe any unique characteristics of the class (consider: special needs, resources, ESL, etc.). Danielson, 1b
<b>Common Core Learning Standard(s) Addressed:</b>
Instructional Information on the Louisiana Framework may be obtained by following these steps: 1. <a href="http://www.doe.state.la.us">http://www.doe.state.la.us</a> 2. Curriculum/Standards tab 3. Grade Level Expectations or Common Core State Standards (GLEs or CCSS depending on level of state implementation)
<b>(CCSS) 4.NBT.3</b> Use place value understanding to round multi-digit whole numbers to any place. <b>(GLE) M.4.1</b> Read and write place value in word, standard, and expanded form through 1,000,000.
<b>Interdisciplinary Connections:</b>
Provide a listing of the subject area(s), (minimum of one) in addition to the primary subject area that is incorporated in this lesson. CCSS is required for each additional content area being addressed.
<b>Educational Technology Standards:</b>
All lesson plans must be linked to the Louisiana K-12 Educational Technology Standards. List the standards and performance indicators that are addressed by the activities within this lesson. The Louisiana K-12 Educational Technology Standards may be located at <a href="http://www.louisianaschools.net/ede/uploads/13338.pdf">http://www.louisianaschools.net/ede/uploads/13338.pdf</a>
<b>Outcomes/Objectives:</b>
(Objectives) What will students know and be able to do as a result of this lesson? Danielson, 1c
<b>Technologies and Other Materials /Resources:</b>
List all materials, handouts, resources, and technology tools (hardware, software, and websites) that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites (e.g. flipcams, iPads, iPods, ActivInspire, etc.) Materials and resources may include physical resources (e.g. books, manipulatives, supplies, etc.) and/or people resources (e.g. guest speakers, librarian, etc.). Danielson, 1d, 1e, 3c
<b>Activities/Tasks (Lesson Procedure):</b>
Enter the lesson procedures using numbered bullets. The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Be very precise when explaining the teacher and student tasks during the learning activities. Danielson, 1e, 2c, 3c, 3b
<b>Lesson Procedure:</b>
<ul style="list-style-type: none"> <li>• <b>Introduction/Gain Attention</b> <ul style="list-style-type: none"> <li>○ i.e.: 1, 2, 3 eyes on me. This tells the students to stop, look, and listen because something important is going to follow.</li> </ul> </li> <li>• <b>Review Class Rules</b> <ul style="list-style-type: none"> <li>○ Set expectations for what you expect while you are in charge of the group.</li> </ul> </li> <li>• <b>Outcomes and Relevance</b> <ul style="list-style-type: none"> <li>○ Plan to state the <b>outcome</b> (student friendly translation of lesson objectives) and tell the <b>relevance</b> (see next section) for the students at the beginning of the lesson.</li> </ul> </li> <li>• <b>Motivating Introduction</b></li> </ul>

- *Something concrete that gets the students interested in the lesson.*
- **Content of Lesson**
  - *Meet the outcome (s).*
  - *Teach the skill/read the story/engage the students in learning.*
  - *Strategies for instruction (modeling, demonstrations, explanation, teacher questioning for comprehension checks, include high quality questioning, encourage quality topical discussion with all students etc.)*
  - *Guided Practice and Independent Practice (should include gradual release of responsibility from teacher delivery of content to student small group and/or independent practice. Include the interaction between teacher and students. (What is teacher doing? What are the students doing?) In some lessons, independent practice (can be activity used after lesson is closed).*
- **Closure and Review:** *End every lesson with a review/summary of the lesson. Closure/Review can be done by the students and/or the teacher.*

**Activity:**

- *After closing the lesson give the students directions for independent work/activity.*

**Higher Level Thinking Skills Noted**

- *Note a minimum of one Higher Order Thinking (HOT) question.*
- *Questions should provide for the development of higher order thinking skills... Ask open-ended questions. Emphasize the process of discovery...rather than teacher telling.*

**Relevance/Rationale:**

*(Connect to prior learning) Why are these outcomes important in the real world? Why are these outcomes essential for future learning? How do they relate to prior learning?*

**Explorations and Extensions:**

*1. EXPLORATION: Briefly list and describe activities/learning opportunities that might be used by individual students to **expand** the understanding of concepts or development of skills introduced in the lesson.*

*State what **early finishers** will do upon completion of work.*

*2. EXTENSIONS: Briefly list/describe what will be done to **reteach** this lesson to those that are not successful with independent activity.*

*Danielson, 1a*

**Assessment Criteria for Success:**

*Content knowledge, student knowledge, and appropriate resources aligned to instructional outcomes.*

- *How will you assess student learning throughout the lesson (formative)?*
- *How will you and your students know if they have successfully met the outcomes?*
- *What specific criteria will be met in a successful product/process?*
- *What does success on this lesson's outcomes look like?*
- *Describe any (summative) assessments to be used if applicable*

*Danielson, 1f, 3d*

**Modifications/Accommodations and Access for All:**

*What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class? (**be specific**)*

*How will you ensure that all students have access to and are able to engage appropriately in this lesson?(consider all aspects of student diversity)*

*Danielson, 1c, 3e*

**Reflections:**

*Use this component to provide any insights you gained after teaching the lesson to your students. LIST at least three (3) questions you will ask yourself **after** the lesson is taught.*

*Danielson, 4a, 4e*