

Missouri Baptist University College of Education
School of Teacher Education
Lesson Plan Format

Author(s): _____

Title: _____ Subject/Course: _____

Topic: _____ Grade / Level(s): _____

Applicable Content Standards

[Write out the Missouri Learning Standards and / or other applicable state / national standards being addressed by this lesson. Write the reference number followed by the text of the standard. For example: MLS.Math.8.EE1.A.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.]

Lesson Purpose

[What concept (“big idea”) do you want students to understand after the lesson is done? The lesson purpose is a statement clarifying the overarching importance of the knowledge and/or skills students learn in the lesson. The purpose should tell WHY students need to learn this material, not WHAT they are learning. This statement is written for the teacher and should begin with the words, “Students will need to understand that ...”, followed by bullet points sharing the core idea(s) students will understand as a result of the lesson. For example: “Students will need to understand that: using writer’s craft will help them engage their reader.”]

Students will need to *understand that*:

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Essential Question(s)

[Essential questions (EQs) are the all-encompassing guiding questions for the lesson (usually 1-2 questions) and are directly related to the lesson purpose. EQ(s) should:

- be written in **student-ready language** to allow the question(s) to be discussed and revisited by the students.
- be intriguing and motivating.
- be presented to students before, during, and / or after the lesson in order to keep the lesson focused on the lesson purpose.
- probe for deeper meaning and may be a springboard for further inquiry.
- be open ended, without a single “correct” answer.

For example: “How can literature serve as a vehicle for social change?”]

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Lesson Vocabulary

[What vocabulary do students need to learn or master for this lesson? Include terms, listed in alphabetical order, and an **age-appropriate, technically correct** definition for **each** term.]

Learning Objective(s) (Goals)

[Objectives should be specific, observable, concrete, and measurable and should state **WHAT** students should be able to know / do by the end of the lesson, including the expected degree (%) of mastery expected for your class. Objectives begin with the phrase "Students will be able to" followed by an action verb. **For example:**

Students will be able to:

1. subtract two-digit numbers with regrouping with 80% accuracy.]

Students will be able to:

Assessments (Formative and Summative)

[How will you know students have gained the knowledge and skills needed to meet your lesson objectives and master your content? Provide **both** formative **AND** summative assessment(s) for this lesson. For **each** assessment listed, **put the learning objective number(s) being addressed by that assessment** in parentheses following the assessment description. Include with your lesson plan all supporting documents needed, such as grading rubrics, discussion questions, student handouts, etc.]

Formative assessment(s): One or more assessments used to measure student learning **during your lesson** in order to guide your continued instruction. These are **varied in format** and conducted throughout the lesson to identify what the students have successfully learned vs. what needs to be revisited or receive more practice.

[**For example: 1) Exit Slip** – Students will complete an exit slip in which they will have to list the components of writer’s craft and describe why it is important to use when writing (LO #1).]

Summative assessment: Assessment which gives final evaluation on what students have holistically mastered for your lesson, conducted to conclude the lesson.

[**For example: 1) Group evaluation:** Students will fill out the **Activity evaluation** at the end of class evaluating their cooperative assignment, including how their expert group went / worked together, how they performed, and what content they mastered (LO #1, 2).]

Resources and Materials Needed for Lesson

[What resources and materials will be needed for the lesson? Individually list all books, manipulatives, handouts, and other concrete materials that will be utilized. Include the number needed for each material (e.g., 1 per student, 1 per small group, 1 for teacher).

For example: Writer’s Craft exit slip – 1 per student]

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Technology Needed for Lesson

[What technology-related resources will be used in the lesson, by teacher and / or students?

Describe EACH use of technology in the lesson. List specific technology required, both hardware and URL hyperlinks, and include those used by both the teacher and the students; where applicable, include number needed for each material (e.g., 1 per student, 1 per small group, 1 for teacher).

For example:

- Student Google Form exit slip (www.mygoogleform.doc)
- Student laptops (1 per student)
- Teacher Nearpod presentation on content (www.mynearpod.doc)]

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Lesson Procedures

[How will YOU, as the teacher, execute this lesson? Write out, step by numbered step, exactly what a teacher needs to do to successfully complete this lesson. **Outline the logistics of the lesson, focusing on environment setup and activity management, including how you will keep students actively engaged.** Questions to consider as you create a ready-to-execute lesson:

- How will you break up the lesson into segments?
- Where are the transition points in the lesson?
- How will you arrange your classroom environment at each phase of the lesson to facilitate and support the lesson activities?
- How will students be arranged and grouped for each activity?
- How much time will students spend on each activity?
- How will students utilize resources?
- What do you expect from students during transition times?

Include **estimated timings** for each segment of the lesson (**before, during, and after**), and describe **how you will manage each transition** between tasks.]

For teacher to prepare before the lesson:

- 1.
- 2.

Before Phase (# minutes):

- 1.
- 2.
- ...

During Phase (# minutes):

- 1.
- 2.
- ...

After Phase (# minutes):

- 1.
- 2.
- ...

Lesson Alignment and Engagement

[Describe what **instructional strategies you will use** to facilitate your students' learning. **For each phase of the lesson**, specify how you will use **one or more teaching models** (direct instruction, cooperative learning, concept teaching, problem-based learning, discussion, inquiry-based instruction) **to engage students**, referring back to the numbered step of your Lesson Procedures where the start of the model takes place. Then detail when you are touching **each objective, identified standard, and assessment** (identified by number and type of assessment: e.g., F3, S1) in your lesson delivery, by phase / numbered step. ALL identified objectives, standards, and assessments for your lesson should be referenced at least once. This section helps ensure your **lesson components are aligned**.

Note: Do NOT rewrite your procedures here. Simply refer back to the phase / step number from the previous section, then identify which components are being touched upon in that step.

For example:

During Phase:

3. The teacher will put the students in pairs and have them write a **short story** (F2) for the second picture – **cooperative learning** (MLS. ELA. Speaking/Listening. 1. A. Gr. 5; LO #2).]

Before Phase:

During Phase:

After Phase:

Differentiation/Modification/Accommodation

[What diverse learner needs will be considered when selecting resources, grouping students, or planning the lesson, and how will the needs be addressed DURING the lesson? Are there any special considerations such as assistive technologies or second-language learning to take into account? **BE SPECIFIC** with at least 2 examples.

For example:

- For student with behavior disorder, place in small group with classmate that makes him feel comfortable, and place the group near teacher desk.]
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Extensions/Remediation/Follow up

[This takes place **AFTER** the lesson is done. What follow up activities are available to extend students' understanding of the objectives if 2-3 students master the essential lesson content or if 2-3 require additional support to master the content? How will you respond when students do learn, or assist if they are not learning? (Timely enrichment/extension). How will the group apply what we learned today tomorrow?

For example:

Extension: Students who finish paragraph writing early can choose 1 of these 3 activities:

- Play the game at this website to strengthen their writing skills (include URL)...

Follow up: During the next lesson, students will create a word problem requiring long division.

Remediation: For students who are struggling with the paragraph organization, teacher will provide an alternative graphic organizer and guide them through it during individual work time.]

Extension:

Remediation:

Follow up:

Reflective Questions

[How will you know if your efforts at planning and teaching the lesson were effective, powerful and meaningful to your students? What questions will you ask yourself during and after the lesson to evaluate strengths and weaknesses of your instruction? How would you improve the lesson if you were to teach it again? When planning your lesson, phrase these as **questions to ask yourself** after the lesson.

For example: Was timing appropriate for the cooperative activity?]

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Additional Information

[Include any additional information/component you feel is important to the lesson that was not covered in another area of the lesson plan format.]

Lesson Plan Rubric Missouri Baptist University

CATEGORY	Exceeds Expectations	Meets Expectations	Below Expectations
Heading (3%)	The required Missouri Baptist University (MBU) College of Education Lesson Plan Design has been used and heading includes all required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) College of Education Lesson Plan Design has been used and heading includes most of the required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) College of Education Lesson Plan design was not used, OR the heading does not include all required information. Subject/Course and/or topic do not address the proper content area.
Applicable Content Standards (8%)	Standards include appropriately selected Missouri Learning Standards and / or other state / national standards. Both standard reference number and complete standard text are included.	The appropriate standards are included but may not include the proper reference number and/or the standards are not written out in their entirety.	Not all of the appropriate standards and / or inappropriate standards are included in the lesson plan.
Lesson Purpose (3%)	The lesson purpose is included and indicates the overarching importance of the lesson. It begins with the phrase: "Students will need to understand that ...", followed by a complete sentence.	The lesson purpose is provided but does not address the overarching importance of the lesson. The purpose is not written in the proper form.	Candidate reveals below average understanding of the lesson purpose.
Essential Question(s) (EQs) (3%)	One or two open-ended essential questions directly related to the lesson purpose are written in student-ready language and are designed to motivate and provoke meaningful discussion.	The essential questions are not related to the lesson purpose or are not open-ended, thought provoking questions designed to create meaningful discussion.	The essential questions are not included OR are not related to lesson purpose and will not provoke meaningful discussion.
Lesson Vocabulary (3%)	Vocabulary specific to the lesson is listed, in alphabetical order with age appropriate definitions. Definitions are technically correct.	Vocabulary is listed, but without correct, age-appropriate definitions.	Vocabulary for the lesson is not listed or is incomplete.
Learning Objectives (Goals) (10%)	Objectives start with "Students will be able to..." followed by an action verb and description. Objectives are concrete and measurable. The expected degree of mastery is stated.	Objectives are listed and lesson appropriate but are not written in the required format and/or are not concrete and measurable.	Objectives are not included or not appropriate for the lesson.
Assessments (Formative and Summative) (15%)	A brief overview of both the formative and summative assessment(s) for this lesson is provided. Each assessment is mapped to one or more lesson learning objectives. All learning objectives are cross referenced to one or more assessments. Assessments are varied, appropriately measure student learning at different points in the lesson, and engage students.	An overview of the formative and summative assessments is provided, but assessments are not appropriate for the lesson and / or are not mapped to specific lesson learning objectives.	Appropriate formative and summative assessments are not included.
Resources and Materials Needed for Lesson (5%)	Bullet points are used to list ALL resources such as websites, books, manipulatives, and other materials that will be utilized in the lesson, including quantities needed.	The list of resources needed for the lesson are listed. However, the list is not complete and / or quantities of materials are not listed.	Not included or significantly lacking in detail.
Technology Needed for Lesson (5%)	All technology-related tools used by both teacher and students are listed, with brief description of how they will be used.	Partial list of technology utilized in the lesson is included, but not all technology needed for both students and teacher. Descriptions / URLs are not all included.	Not included or significantly lacking in detail.

CATEGORY	Exceeds Expectations	Meets Expectations	Below Expectations
Lesson Procedures (15%)	This section clearly states how the lesson will be broken down into Before / During / After instructional phases and numbered steps within those phases, including approximate time for each phase, the transition points in the lesson, and what is expected from students during transition points. Plan also indicates how the classroom environment will be set up to facilitate and support the activities, including how students will be arranged for the activities.	Section includes some information about how resources will be shared, how the lesson will be broken into phases / steps, and how the classroom will be arranged to support the activities. However, more detail is needed for another teacher to be able to successfully execute the lesson.	Not included or section has provided very limited information.
Lesson Alignment and Engagement (15%)	This section shows alignment of procedures to 1) teaching models, 2) objectives, 3) standards, and 4) assessments. For each lesson phase (Before / During / After), the author specifies when multiple teaching models (direct instruction, cooperative learning, concept teaching, problem-based learning, discussion, inquiry-based instruction) are utilized. Each of the 4 components used in the lesson (and defined in previous sections) is aligned to its point of use in the lesson, bolded for easy identification .	Partial alignment of required components to lesson procedures by lesson phase is present, but 1 or more of the 4 types of alignment is incomplete or inaccurate.	Section does not accurately demonstrate alignment of the 4 required lesson components to lesson procedures.
Differentiation / Modification / Accommodation (5%)	Diverse learner needs are addressed in selecting resources, grouping students, and planning the lesson. Special considerations such as assistive technologies or second-language learning are taken into account. The plan is specific in how diverse learner needs will be addressed during the lesson.	Diverse learner needs are considered in selecting resources, grouping students and planning the lesson. However, the plan is not specific in indicating the differentiation, modifications, or accommodations that will occur.	It is not clearly stated how diverse learner needs are to be considered in selecting resources, grouping students and planning the lesson. Special considerations such as assistive technologies or second-language learning may not be taken in to account.
Extensions / Remediation / Follow up (5%)	Plan clearly outlines the activities that will be available to extend students' understanding after the lesson (extension) if they need additional challenge. The plan also clearly explains how students will be assisted if assessments indicate they are not learning (remediation). The lesson provides follow-up activities that will help students be ready to apply what they have learned (follow up).	Plan includes some possible activities for extension of the lesson, remediation of the lesson, and lesson follow-up. However, the suggestions lack detail or the activities are not realistic.	Plan doesn't include an extension activity, a remediation activity, and a lesson follow-up activity appropriate for students who need more support and for students who have mastered lesson content.
Reflective Questions (5%)	The lesson reflection questions are thoughtful and clearly and coherently stated. Section includes an evaluation of strengths and weaknesses of the lesson and consideration of how the lesson might be improved in the future.	A reflection guide is provided, but is limited in its reflective nature. Very brief and broad.	No reflection guide included.