

TE 408: Model Lesson Plan

Syllabus Assignment Description: A model lesson plan using the final exit exam template. This model lesson must be taught in one of the microteaching sessions and included as a component of your portfolio. The lesson will be annotated to demonstrate reflection on how each aspect of the lesson engaged learners with the curricular content.

Points: 20 (20 of the Portfolio's 60)

Due Date: You must turn in this assignment on or before one of the "check in" dates: February 7, March 16, and May 5.

Background: In TE 407, we planned several lessons for microteaching. We also practiced unit planning. However, we did not practice writing formal lesson plans that we would share with colleagues in order to demonstrate our ability to plan in ways that engage all students. While it is unlikely that you will write formal lesson plans for every lesson you teach in the future, knowing how to write such plans is important in that it publicly demonstrates your ability to plan in powerful ways.

Focus: The final exit exam to advance to the internship asks you to submit a formal lesson plan. We will practice that skill here.

There are three microteaching sessions this semester. For **one** of those microteaching sessions, you will write a formal lesson plan (for the other sessions, you can use your usual more informal methods for planning).

Please use Pages/Microsoft Word or some similar word processing program. Write out your lesson plan using the standard lesson plan template (see below). After you have taught your lesson, go back over it. Use the "Comment" function to annotate it. Reflect on your lesson plan by:

- 1) Comparing how the plan matches with what you actually did (understanding that on-the-fly improvisation is part of teaching, as is adjusting the lesson due to student behavior);

- 2) Describing which parts of the lesson were most successful and least successful (from your point of view);
- 3) Analyzing how your learner outcomes aligned with the content and instructional strategies you used (in particular, the degree to which you reached your planned outcomes--noting that we can't always achieve what we planned to do); and
- 4) Listing any future changes you would make were you to teach this lesson again:

Lesson Planning Template:

Lesson Plan Format Using Understanding by Design Framework

Stage 1: Identify Desired Results

Title:

Grade:

Author:

Number of Class Periods:

Essential Questions:

State of Michigan Content Standards (GLCEs/HSCEs):

Learning Objectives:

Content Rationale: (up to a half page)

Instructional Strategy Rationale: (up to a half page)

Background and Context: (What will students have already covered in your unit that may apply here? Where are you headed next? How does this lesson connect with the next?)

Stage 2: Determine Acceptable Evidence (Assessment)

Diagnostic/Formative Assessments:

Summative Unit Assessments:

Stage 3: Plan Learning Experiences (Procedure)

Instructional Strategy (please include estimated time for each step):

- **Opening/Activator:**
- **Activities:**
- **Anticipated Students Interactions/Questions:**
- **Closing/Summarizer:**

Anticipated Total Time Required:

Other Important Information

Materials: (Include these in an appendix to your lesson.)

Modifications and Accommodations:

Extension Ideas:

	Exceeds Target	Meets Target	Needs Revision
<p>Higher-Order Thinking (HOT) INTASC-LP-2013.8.2.1 The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting.</p>	<p>Through activities and teacher questioning, students have the opportunity to engage in an at least one major activity during the lesson in which they perform HOT operations. This activity occupies a substantial portion of the lesson, and many students are invited to perform HOT.</p>	<p>Students primarily have the opportunity to engage in routine LOT operations a good share of the lesson. There is at least one significant question or activity in which some students perform might perform some HOT operations.</p>	<p>Students primarily have the opportunity to engage in routine LOT operations throughout the lesson, such as listening and factual recall.</p>
<p>Depth of Knowledge INTASC-LP-2013.4.1.1 The teacher accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners.</p>	<p>Knowledge is treated deeply during instruction; that is, central ideas of a topic or discipline are presented. Students are given the opportunity to make clear distinctions, develop arguments, solve problems, construct explanations, and otherwise work with relatively complex understandings. Depth is produced, in part, by covering fewer topics in systematic and connected ways.</p>	<p>Knowledge is treated unevenly during instruction; that is, deep understanding of something is countered by superficial understanding of other ideas. At least one significant idea may be presented in depth and its significance grasped, but in general the focus is not sustained.</p>	<p>Knowledge remains superficial and fragmented; while some key concepts and ideas are mentioned or covered, only a superficial acquaintance or trivialized understanding of these complex ideas is evident.</p>

<p>Substantive Conversation INTASC-LP-2013.8.2.1</p> <p>The teacher develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification.</p>	<p>The opportunity for student talk and the coherent promotion of collective understanding is promoted through at least one opportunity for unscripted student talk during the lesson. Student talk is directed towards disciplined subject matter and is in response to questions that promote higher-order thinking such as making distinctions, applying ideas, forming generalizations, raising questions, and not just reporting experiences, facts, definitions, or procedures.</p>	<p>The opportunity for student talk and the coherent promotion of collective understanding is promoted through at least one opportunity for unscripted student talk during the lesson.</p>	<p>The lesson is dominated by lecture with recitation in which the teacher deviates very little from delivering a preplanned body of information and set of questions; students routinely give very short answers. Teachers' list of questions, facts, and concepts tend to make the discourse choppy, rather than coherent; there is often little or no follow-up of student responses.</p>
---	---	--	--

<p>Connectedness to the World</p> <p>INTASC-LP-2013.5.1.1</p> <p>The teacher engages learners in applying content knowledge and skills in authentic contexts.</p>	<p>Students work on a problem or issue that the teacher and students see as connected to their personal experiences or contemporary public situations. They explore these connections in ways that create personal meaning. Students are involved in an effort to influence an audience beyond their classroom; for example, by communicating knowledge to others, advocating solutions to social problems, providing assistance to people, or creating performances or products with utilitarian or aesthetic value.</p>	<p>Students work on a problem or issue that the teacher and students see as connected to their personal experiences or contemporary public situations. They explore these connections in ways that create personal meaning.</p>	<p>Lesson topic and activities have no clear connection to issues or experience beyond the classroom. The teacher offers no justification for the work beyond the need to perform well in class.</p>
---	---	---	--