 Fontbonne University Lesson Plan Format

**Missouri Pre-Service Teacher Assessment (MoPTA)**

**Lesson Plan Format**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher/Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervising Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Standards/Quality Indicators/Skills** *(Missouri and national standards, quality indicators, and skills addressed by this lesson )*[www.missourilearningstandards.com](http://www.missourilearningstandards.com) |
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| **Learning Objectives/Goals** *(The lesson’s objectives and learning outcomes appropriate for meeting curricular and student need)**Include the GOAL of the lesson and learner outcomes in correct four-part format.* |
| **GOAL:*** State the broad intention for lesson.
* Include Missouri Learning Standards – CCSS for English/LA and math

**LEARNER OUTCOME(S):*** Write in four part format (under what conditions, who, what they will do, level of mastery).
* Determine what students will have accomplished when the lesson is completed.
* Include two or more learner outcomes.
* Make the outcomes appropriate to learner needs.
* Include Bloom’s levels addressed.
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| **Assessment** *(Assessment(s) before, during, and after the lesson) Align assessments with outcomes and procedures. Utilize a variety of assessment tools. Indicate Depth of Knowledge (DOK) for each assessment.* |
| * Align assessments with outcomes and procedures
* Measure what the students learned after the lesson has been taught.
* **List** the assessment tools/artifacts used to collect data for each learner outcome.
* Include **copies** of all assessment tools after the lesson plan for each day.
* Utilize a **variety** of assessment tools to collect your assessment data.
* Include **differentiated assessments** to meet different learning profiles, readiness and interest levels.
* Keep data in some sort of a grade book page (e.g., spreadsheet, Power School, Grade Book, etc.) and print the results.
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| **Lesson Structure and Procedures**  *(Sequence of events of the lesson elements - The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)*  |
| * List what **you**, the teacher, will do to teach and ensure student learning.
* Align procedures directly with outcomes and assessments.
* Include differentiated teaching and learning strategies to meet diverse learning profiles, readiness and interests.
* Consider how your procedures promote effective management of the classroom and student behavior.
* Use Gardner’s Multiple Intelligences for each activity.
* Use Bloom’s in all questioning.

Include the introduction to the lesson and indicate prior knowledge. Align with learner outcomes and assessment. Label procedures with intelligences. Include a variety of questions and tasks and label each with Bloom’s taxonomy. Include a closure to the lesson and with it include the follow-up. |
| **Instructional Strategies***Teacher approach to helping students achieve the learning objectives and meet their needs.* |
| * List what you, the teacher, will do to teach and ensure student learning as the rationale. Include checks for comprehension throughout the lesson.
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| **Learning Activities***Opportunities provided for student to develop knowledge and skills of the learning objectives.* |
| * Indicate any grouping that will be used in the rationale.
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| **Resources and Materials** *List of materials used in the planning of and during the instruction of the lesson*  |
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| **Technology** *Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning*  |
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| **Differentiation/Accommodations/Modifications/Increase in Rigor** *To help meet the needs of all learners, learning differences, cultural and language differences, etc.*  |
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| **Classroom Management** *Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged*  |
| * Indicate procedures that support student engagement and orderliness.
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| **Extensions***Activities for early finishers that extend students’ understanding of and thinking about the learning objectives by applying their new knowledge in a different way*  |
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| **Follow-up to Today’s Lesson***Quick activity for review or building on today’s learning that will deepen student understanding and interconnect concepts (maybe incorporated tomorrow or throughout the unit.* |
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| **Additional Information***Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson.* |
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