 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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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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