**Elementary Lesson Plan Format**

PreService Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:

Subject/Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VA SOL(s) (*Write out):* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SPA(s) *(Optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Narrative Description of the Community and Students**

**Local Community & School Community:** *What are the demographics of the local community and the students in the school?*

**Classroom:** *What are the demographics and backgrounds of the students in the classroom?*

**Theory & Research:** *How do the descriptions of the community, school, and students’ cultural background inform your instructional methods/pedagogical approaches?*

**Task Analysis of Skills/Knowledge**

**Prerequisite:** *What do students need to know before the lesson in order to be successful?*

**Essential:** *As a result of this lesson, what new knowledge/skills are they obtaining?*

**Desired/Enrichment:** *How can this new knowledge/skills be used to extend their thinking in a new situation?*

**Instructional Objectives(s)**

*State in observable & measurable terms, using the ABCD (Explain) format, the outcomes/learning that will occur as a result of this lesson.*

*What adaptations will be made to the instructional objectives for students with diverse needs?*

**Assessment**

*How will you determine/record if each student met the objectives of this lesson? (diagnostic/formative/summative)*

*What alternative assessments will be needed for individual students?*

*How will you use technology to collect, manage, and analyze assessment data?*

**Materials & Resources**

*List all necessary materials & equipment both teacher and students will need for this lesson, including source information/citations when appropriate.*

**Content Vocabulary**

*List the academic terms used to teach the content that are central to the lesson objectives.*

**Procedure (Body)**

Under each section of the lesson components, account for the following:

1. Instruction: *This is the step-by-step process you will follow while teaching, including:*
2. Questioning: *Write out verbatim (consider taxonomy level).*
3. Directions and Transitions: *Write out the directions that you will give prior to certain activities and a brief description of how you will help the students transition from one part of the lesson to another.*
4. Differentiation: *What procedural adaptations will be required so that each student is successful? (Highlight these plans under the appropriate section throughout your lesson plan.)*
5. Pacing: *Identify allotted times for each step.*
6. Instructional technology: *How will technology be used to engage and support students in meeting the specified objective?*

**Anticipatory Set:** *What will you do or say to gain student attention or focus on the lesson? Write out verbatim.*

**Input/Modeling:** *What content will you teach and/or model for the students so that they are prepared to practice/engage in the following activities?*

**Guided Practice:** *Activities* *in class that students are engaged in while receiving support from you.*

**Independent Practice:** *Activities that you assign to students to do individually or in small groups in order to reinforce the concepts you have taught.*

**Closure:** *What will you do or say to bring closure to the lesson (referring back to the instructional objectives)? Write out verbatim.*

**Self-Reflection**

This is to be completed after the lesson is taught. *Did students meet the intended objectives? How do you know? What went well in the lesson that helped with student learning? What could have gone better? What will you do differently? Were adaptations in all areas and for all learners sufficient and successful?*

**Eastern Mennonite University Elementary Curriculum Block Lesson Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary - 3** | **Competent - 2** | **Does Not Meet Expectations- 1** | **Score****(Weight)** |
| **Introductory Information** | Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate | Information of course, grade level, lesson/unit, SOL’s, SPAs, materials, is complete and accurate | Information is missing, inaccurate or inappropriate | (\_\_\_X 1 = \_\_\_) |
| **Narrative Description of the School Community and Students**  | Describes, in detail, the local community, demographic information of the school, and students’ backgrounds and culture in the classroom. Analyzes the demographic information collected to determine implications for your classroom and instructional decision making to meet the diverse learning needs of each student. Cites at least 3 relevant theory and research literature sources to support reflections. Uses pseudonyms. | Describes the local community, demographic information of the school, and students’ backgrounds and culture in the classroom. Analyzes the demographic information collected to determine implications for meeting the diverse learning needs of each student. Cites at least 3 relevant theory and research literature sources to support reflections. Uses pseudonyms. | Describes the local community, demographic information of the school, and students’ backgrounds and culture in the classroom with insufficient depth to analyze the school context and implications for meeting the diverse learning needs of each student; lacks credible sources(s). Omits pseudonyms. | (\_\_\_X 3 = \_\_\_)  |
| **Instructional Objectives1** | Objectives are observable & measurable; ABCD format is appropriately addressed and accurately included in all objectives; aligned with SOLs  | Objectives are observable & measurable; ABCD format is addressed in all objectives; linked to SOLs  | Objectives are not observable & measurable; one or more components of the ABCD format is missing; no clear connection to the SOLs | (\_\_\_X 1 = \_\_\_) |
| **Assessment1** | Clearly linked to learning outcomes and monitored throughout the lesson; uses technology to collect, manage, and analyze data | Adequately linked to learning outcomes and monitored throughout the lesson; uses technology to collect, manage, and analyze data | Assessment not linked to learning outcomes or monitored throughout the lesson | (\_\_\_X 1 = \_\_\_) |
| **Instruction:****Instructional Strategies/ Independent Practice1** | Detailed and purposeful teacher notes. Anticipatory set that draws students into the lesson. Instructional strategies that include modeling/guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; incorporates instructional technology; practice extends student learning. Closure focuses on student summary of learning | Includes: teacher notes, instructional strategies, guided practice, independent practice, and some evidence of an introduction and closure. Reflects best practice; organized, sequential, varied strategies including technology, timing optimizes student learning.  | Does not include or is missing some required components. Introduction or closure not included in lesson. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning | (\_\_\_X 2 = \_\_\_) |
| **Instruction:****Support Learning/****Differentiation of Instruction1** | Clearly states ways to extend and adjust instruction appropriately for all students. | Extends and adjusts instruction appropriately for most students | Instruction designed without consideration for individual student learning | (\_\_\_X 2 = \_\_\_) |
| **Lesson Presentation/****Delivery** | Instruction is engaging and directions are communicated clearly; before, during and after learning strategies are used to support learning; lesson correlates to objectives in the plan; positive classroom environment; good pacing; student progress is monitored | A couple parts of the lesson are unclear; some students are not engaged and therefore demonstrate off-task behaviors; at times the lesson lacks appropriate pacing; progress is monitored for most students | Directions are unclear and ineffective; very little student participation; the classroom environment is somewhat chaotic; difficulties with pacing; very little monitoring of student progress | (\_\_\_X 2 = \_\_\_\_) |
| **Reflection** | Provides specific evidence of what worked well in the lesson, specifically addressing the parts of the original plan; evaluates the lesson based on students’ ability to meet lesson objectives; specified two or three recommendations for improving the lesson and/or planning and teaching implementation. | General explanation of what worked well; reflects on student participation in general terms; provides one recommendation for how to improve the lesson | Very little evidence to support meaningful reflection; no mention of student success in meeting lesson objectives; no recommendations for how to improve the lesson | (\_\_\_X 2 = \_\_\_) |
| **Total** |  |  |  |  /42 |

**1Criteria is used for admission to student teaching.**

**Assignment is completed when a competent “2” rating is achieved in every category.**