**1.3.c Formal Unit and Lesson Plan Elements**

Dear Student Teacher: The purpose of the formal lesson or unit plan as outlined below is only for units or lessons that your Education supervisor or mentor teacher will formally observe you teach. You will have numerous ways to write daily lessons or unit plans in your future!

**PRECONFERENCE WITH MENTOR**

In preparation for a formal observation, please review the questions below with your mentor teacher. Share your formal lesson plan, example of handout, or student assessment that would be used during this lesson.

1. What learning objectives or standards will you target during this lesson?
2. How will you know if students have met the objective?
3. Are there questions that you have about students or this lesson?
4. Are there skills or new practices that you have been working on that I should look for in this lesson? How are you addressing your student teaching goals in this lesson?

**Identification**

Teacher name

Grade level(s)

Title of unit or lesson

Date

**Materials List**

Textbook publisher, title, pages

Online resources, movies, clips, etc.

Children’s book author, title

Lab equipment

Manipulatives prepared for students

Handouts or worksheets (attach copies)

**Big Transferable Idea**

One or two sentences about WHY the content of this unit or lesson is important, useful, or universally valued

**Essential Questions**

List a short set of questions that all students should meaningfully respond to as a result of this unit or lesson. Questions should support higher level thinking or all six levels of Bloom’s taxonomy or six facets of understanding.

**Student Standards (common core)**

List both numerical indicator and standard wording. Units can be interdisciplinary and include standards across several subject areas.

**Measureable Student Goals or Objectives**

Restate student standards as specific, measureable goals for the lesson or unit.

1. Students will include 100% of key concepts in their small group presentation.
2. Students will compute two-digit multiplication problems by hand with 80% accuracy.
3. Etc.

**Technology Standards for Students**

See ISTE standards for teachers and students. Not all lessons or units will be applicable to integrating technologies (including use of multi-media).

**Key Concepts or Vocabulary**

List only concepts or vocabulary that all students should understand as a result of this unit or lesson. Check student standards, student goals, required reading, and handouts. Do NOT list concepts or words that you do not use in your lesson or unit!

**Prerequisite Skills for Unit or Lesson**

What skills are required for students to be successful in this unit or lesson?

**Assessment Plan**

The unit plan must include a pre/post assessment.

An exit slip is typical for any lesson plan.

Teacher observation is fine, if there is a record of what was observed.

Attach rubrics and actual tests, quizzes, guidelines for projects or presentations, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Name and brief description of assessment (one lesson will probably have just one assessment) | Essential Question(s) Addressed | Student Standard(s) Addressed | Key Concepts or Vocabulary Addressed |
| #1 |  |  |  |  |
| #2 |  |  |  |  |
| #3 |  |  |  |  |
| #4 |  |  |  |  |

**Safety Considerations**

**Unit Sequence and Engaging and Effective Work**

Session 1 Description

Session 2 Description

Session 3, Description, etc.

**Anticipated Adaptations or Accommodations (RtI) for Activities, Materials, or Assessments**

Considerations for ELLs, IEPs, Section 504, gender, cultural differences such as poverty, assistive technologies, gifted & talented

**Checking for Alignment**

(Refer to numbers or letters used in your lesson plan.)

**Example**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Engaging and Effective Work | Standards Addressed | Objectives Addressed | Key Concepts or Vocabulary | Essential Questions Addressed | Notes |
| Small group tasks | 2.4, 2.5 | 1, 2, 3 | All | all | Heterogeneous groups (Marzano) |
| Exit slip | 2.5, 2.6 | 2 | All | 5 | Assessment #1 |
| You Tube clip | 2.4 | None | None | 3, 5 | Mostly for fun! |
| Large group explanations | 2.4, 2.5, 2.6 | 1, 2, 3 | All | 3, 5 |  |
| etc |  |  |  |  |  |
|  |  |  |  |  |  |

**Analysis of Teaching (after you teach)**

What did you notice about your ability to facilitate student academic practice so that all students participated and had the opportunity to meet your goals or student standards?

What did you do to foster a climate of high expectation, excellence, and respect?

How did you engage students in academic content?

Which teacher standards were you able to address?

**Analysis of Student Learning (after you teach)**

What data did you generate from exit slips? Pre/post? A checklist/\? What did the data indicate about student progress in meeting instructional goals? What changes would you make to increase effectiveness of this lesson or unit ?