HANOVER COLLEGE
Educator Preparation Program

Formal Lesson Plan Format & Instructions

I. Teaching Objective(s) and Standards: Objectives should be phrased according to what the students should be able to do at the end of the lesson. • Example: Students will be able to multiple two-digit numbers correctly 80% of the time on the exit slip. The objective should be measurable. With the example above, you can easily determine if 80% of questions were answered correctly. WHY**?** Click here to type one or two sentences about WHY the content of this lesson is important, useful, or universally valued (How does this apply to the real world). Standard(s) should be identified, and it should be clear that the objective is designed to measure the identified standard(s).	**Observation Rubric Items** Explicit Teaching: Goals and expectations

II. Contextual Considerations Describe classroom context: socioeconomic/community factors, student reading and academic levels (including high ability), IEP/504 needs, cultural/linguistic considerations, and recent learning. This should describe what grade (and subject), the number of students, the number of students that have IEPs, are ELLs, have 504s, and any particular details unique to the class as a whole. Example: This is a classroom of 24 5th-grade students, who are either below or approaching grade level. Most students come from lower socioeconomic backgrounds. Many of these students have difficulty sharing and participating in class. Most students are between the ages of 10 and 11. ● 8 students are ESL (4 are between 1.8-2.4 and 4 are between 3.3-4.1) ● 1 ESL student also has an IEP ● 6 additional students have an IEP ● 2 students have 504 ESL students who are at a lower English proficiency level will need more language and visual support. Students with an IEP will also need additional scaffolds and	Activation of Prior Knowledge Preparation and lesson planning Differentiation

support. The teacher will need to have a strong understanding of each student's IEP and how to meet their individual needs best. Since many of these students come from lower socioeconomic backgrounds, they may lack foundational background knowledge. With this in mind, the teacher will have to build that background knowledge during each lesson. The teacher will also need to know how to accommodate the 2 students with 504 plans to ensure their safety and physical needs are being met. One student has issues with hearing, so the teacher will need to use plenty of visual supports. Since a majority of this group struggles with participating, the teacher will need to create an inclusive and low-stakes environment where students can feel comfortable participating in groups. This group has been working on division using different strategies. So far, they have learned about the standard method, partial quotients, and the box method. Today's lesson is mainly a review with stations to reinforce concepts. They will be working on solving division equations, data analysis, targeted instruction with the teacher, and I-Ready (gives students problems at their level).	

III. Scarborough's Reading Rope and Science of Reading Integration Explain which "threads" of Scarborough's Reading Rope are integrated into the lesson and how the lesson is supported by the identified "threads." Example: Students must solve 252 ÷ 18. Some strands that may be present and used are: **Vocabulary**: place value, divisor, dividend, quotient, solve, box method, repeated addition, repeated subtraction, each, split, shared, equal groups (this is not an exhaustive list). **Background knowledge:** Explain how prior lessons should enable the students to successfully learn the new skills present in this lesson. For example, to solve 252 ÷ 18, you could point to prior lessons on grouping numbers, repeated subtraction, repeated addition, arrays, etc., and how mastering these things should enable them to be successful with the new skill you're teaching. **Language structures:** Explain how your word choice and order of words will have an impact on the lesson and learning the skill. Example: Language structures are supported through syntax and semantics in that students will need to know that when I verbally ask "what is 252 divided by 18," it can be put into writing as 252 ÷ 18 = ? Example: Students will be further supported by explaining that order matters and that 252 ÷ 18 is not the same as 18 ÷ 252 **Verbal Reasoning:** Explain the thought processes, inferences, or conclusions that can be drawn to help complete a task as part of learning the skill Example: If 18 x 10 = 180, then the answer must be 18 x (a number higher than 10). Or, 18 is close to 20, so 20 x 12 = 240, giving a good estimate. **You should identify and explain at least one "thread" in your lesson**	SoR Content

IV. Writing Integration List and explain how writing skills are integrated and supported in your lesson, if applicable. The skills identified should be labeled according to the five Writing Rope "threads" (Critical thinking, syntax, text structure, writing craft, transcript). **Note:** For	SoR Content

secondary non-ELA students, you will be required to create and deliver at least one lesson that integrates the "threads" of the Writing Rope. Your unit plan will also need a lesson that does this.	

V. Lesson Sequence (with estimated time) and Supports List each part of your lesson in order, with an estimated time to complete each item. Where necessary and appropriate, identify in which parts of the lesson you will provide examples and non-examples, as well as how you will provide support and reduce the level of support throughout the course of the lesson. This is where you model ("I do), provide guided practice ("we do"), and then allow students to work on/apply the skill independently ("you do"). <u>Example:</u> • Bell Ringer on (X) - 5 minutes • Instructions for activity about (x) where I will model it by doing (X) - 5 minutes And so forth	Lesson Presentation Modeling Differentiation Student Engagement Time Management Preparation and Lesson Planning

OBJ

VI. Assessment and Checking for Understanding Describe how the student's work will prove mastery of the learning objective and explain the criteria you will use to determine when that level of mastery has been achieved. Also, explain how you will check for understanding and at what points of the lesson you will check for understanding.	Formative assessment

VII. Data and Reflection Based on your data, evaluate what students have learned and what could be improved. Articulate what you could have done differently to improve student learning, or if the data are strong, what would be your next instructional move?	