

Saint Vincent College, Education Department  
LESSON PLAN

Name of Student Teacher: \_\_\_\_\_

Date/time: \_\_\_\_\_ Duration: \_\_\_\_\_ Grade/Subject/Course: \_\_\_\_\_

Cooperating Teacher's Initials/Signature Pre-Approving this Lesson \_\_\_\_\_

**Stage 1 – Desired Results**

**Enduring Understandings:**

*Use unit plan big ideas & situated context/your established unit plan goals*

*The Enduring Understanding should be a statement. What do you want students to remember years from now. Therefore the statement should be written in “student friendly” language. For instance, if the ‘big idea’ is patterns, the enduring understanding might be: There are observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day/night.*

**Essential Questions:**

*What do you hope students will investigate?*

*Write at least one Essential Question for your lesson. Usually the Essential Question has multiple correct answers. The **Essential Questions** should address the Enduring Understanding. Students should be able to answer these questions by the end of the lesson and/or unit.*

*EXAMPLE Essential Questions:*

- How are the patterns of movement in the solar system observed and predicted?*
- How might day/night change if the pattern of movement in the Sun, Earth, and Moon system is changed?*

**PA Common Core Standard:**

*PA Common Core Standards can be found on line at [www.pdesas.org](http://www.pdesas.org). You will need to align your lesson plan to a PA common Core Standard. (Note: PA Core Standards are applicable for ELA, Math, Sciences and Technical Subjects [Reading & Writing], & Social Studies [Reading & Writing].)*

**Objective Derived from PA Common Core Standard:**

*Use the PA common Core Standard you have identified to help you frame your objective. The objective should be written in “teacher language” and may be used over the course of more than one lesson.*

- (A) audience*
- (B) behavior*
- (C) condition*
- (D) degree*

**PA Academic Standard:**

*PA Academic Standards can be found on line at [www.pdesas.org](http://www.pdesas.org). You will need to align your lesson plan to a PA Academic Standard. (Note: ELA and Math do not have PA Academic Standards; they only have PA Core Standards.)*

**Objective Derived from PA Academic Standard:**

*Use the PA Academic Standard you have identified to help you frame your objective. The objective should be written in “teacher language” and may be used over the course of more than one lesson.*

- (A) audience*
- (B) behavior*
- (C) condition*
- (D) degree*

*(NOTE: You may only have one objective that covers both PA Core and Academic Standards or you may have two different objectives.)*

Stage 2 – Assessment Evidence	Stage 3 – Learning Plan	
<p><b>This lesson occurs in the unit</b> (check one):</p> <p><input type="checkbox"/> Beginning  <input type="checkbox"/> Middle  <input type="checkbox"/> End</p> <p><i>In this section, you might also ask students to identify what happened in the prior lesson and what will happen in the subsequent lesson.</i></p>	<p><b>Introduction, Value Statement, and Motivation (Share the Learning Target)</b></p> <p><i>How will you inform students of lesson’s purpose, connect to the previous lesson, and “hook” the students into learning?</i></p> <p><i>How will you get the students attention? Tell a story, present a video clip, dress in costume, or maybe you would have students give personal experiences they have had with the topic. These things all involve unpacking the learning target for students.</i></p> <p><i>The Learning Target(s) must be shared with the students. Students need to know exactly what they will be learning in today’s lesson. Part of unpacking the learning target is making sure students understand what they will be learning and what they will be doing. For example, in my learning target: “I can write a topic sentence that hooks the reader as part of an introduction for a biography”, I might unpack my target by asking my students what a hook in an introduction is, if they have used a hook in writing, and maybe to share some examples with peers. This would help me to evaluate what my students know and don’t know right at the beginning of the lesson. OR after I read the learning target aloud, I might also read some good and not so good introductory sentences and have students vote on these and tell why they are good and bad.</i></p>	<p><b>Time</b></p>
<p><b>Formative Assessment:</b> <i>Break your objectives into small tasks to form learning targets. The learning target is specific to this lesson and written in student friendly language. Unlike the objective, the learning target should only span one lesson. The learning target is a small piece of the objective.</i></p> <p><i>Use the following questions to assist you in writing your targets.</i></p> <ul style="list-style-type: none"> <li>-What will the student be able to do when he/she finishes today’s lesson?(condition)</li> <li>-What idea, topic, subject is important for the student to learn and understand so he can use this information? (behavior)</li> <li>-How will I be asked to show that he can do this? How well will I have to do this action? (degree)</li> <li>- For each Learning Target what will I use as the assessment to show that the student has accomplished the learning target?</li> </ul> <p><b>Learning Target A:</b> <i>Student-friendly language “I can…”</i></p>	<p><b>Procedures and content presentation</b></p> <p><i>Provide instruction for each learning target; include modeling, guided practice, feedback and transitions. Attach notes.</i></p> <p><u>(TO) Model and Explain</u></p> <p><i>You should model and explain each of the learning targets. Model how students should read write, and think in your content area expert. Show the students examples of “good” work.</i></p> <p><u>(WITH) Guided Practice</u></p> <p><i>The students will work in groups or partners working together practicing the new skills before they are asked to perform the skill on their own.</i></p>	<p><b>Time</b></p>

<p><b>Look for:</b> <i>How do students know target is met? (Look fors are criteria that help students self-assess their work. For example, if the learning target is: "I can write a topic sentence that hooks the reader as part of an introduction for a biography," the look fors might give criteria such as:</i></p> <ul style="list-style-type: none"> <li>- <i>I have a topic sentence that hooks my reader using one of the following: an anecdote, a question, a quotation, or a startling fact.</i></li> </ul> <p><i>Students use the look-fors to self-assess during the BY (performance of understanding portion) of the lesson. The teacher uses the look-fors throughout the lesson during the TO and WITH portions. The look-fors are an integral part of the instruction.</i></p> <p>-----</p> <p><b>Learning Target B (if applicable):</b> <b>Look for:</b></p> <p>-----</p> <p><b>Learning Target C (if applicable):</b> <b>Look for:</b></p>		
<p><b>Evidence of Understanding (Performance of Understanding):</b> <i>List performances and checks that demonstrate targets are met. This should align directly back to the learning target.</i></p> <p>The student must perform the learning target skill on his/her own.</p>	<p><b>Summary and Closure</b> <i>(BY) Performance of Understanding</i> <i>The teacher will give a summary of the lesson making sure that the learning target is repeated.</i> <i>The students will show understanding by performing some observable task or activity. Students will do, make, say, or write something to demonstrate understanding of the learning target. The teacher will need to make sure the look fors are used by the students and evident during this step.</i></p>	<b>Time</b>

<b>Stage 4 - Special Considerations</b>	
<p>Summative Assessment (<i>may occur on another day: unit, final, capstone, project</i>):</p> <p><i>What kinds of activities, projects or tests might be used to show if the students have learned all the objectives of the unit or the lessons.</i></p>	
<p><b>Adaptations for Learning Support Students:</b></p> <p><i>Students' IEPs will guide your design of their adaptations. You must instruct learning support students exactly as specified in their IEPs. Remember the IEP's are governed by law.</i></p>	<p><b>Enrichment for Gifted Support Students:</b></p> <p><i>Students' IEPs will guide your design of their adaptations. You must instruct gifted support students exactly as specified in their IEP's.</i></p>

**Materials Needed:**

*Think of all resources and materials you will need to facilitate your lesson, and list them individually. This includes lab materials, twelve beakers, 50 cotton balls, etc.*

**Homework Assignment:**

*Assign work that you intend to give the student feedback on. The work should be minimal practice that would give you an indication if the student has gained understanding. Homework should ask students to practice a known—something they learned in today's lesson. Assign quality work not quantity work.*