**Lesson Plan Instructions**

Exceptional Students & Elementary Education: ESEE Program

University of Hawai‘i at Mānoa

**I. OVERVIEW**

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| Name: | Date: |
| Semester: | Year: |
| Grade Level: | Lesson Duration: |
| Lesson Title: | |

**II. LEARNING TARGETS**

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| **CCSS/HCPS Standard & Benchmark** | | **Learning Objective(s)** |
| *A content standard is a goal statement that identifies the knowledge and skills to be learned within a lesson. List the number, text, strand, topic and/or benchmark associated with each standard. Cite only ONE standard, or if you are teaching an integrated lesson, cite TWO (maximum).*  *Every standard that is cited here must be aligned with your assessment and instructional methods.*  *For Math and English Language Arts, refer to the Common Core State Standards (CCSS):*  [*http://standardstoolkit.k12.hi.us/common-core/*](http://standardstoolkit.k12.hi.us/common-core/)  *In Science, Social Studies, Health, PE, Fine Arts, and World Languages use the Hawaii DOE HCPS Standards:* [*http://165.248.72.55/hcpsv3/*](http://165.248.72.55/hcpsv3/) | *A learning objective is a short statement containing four parts:*   1. ***Condition*** *= can be antecedents, materials, directions, cues, problems types, etc.* 2. ***Who*** *= the learner(s)* 3. ***Wha****t = one behavior that is both observable and measurable* 4. ***Criteria*** *= to measure/determine how well/if the learner has mastered the lesson objective* | |
| **Essential Question:** | |
| *An essential question is a provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Rather than yielding right and wrong answers, essential questions are intended to stimulate discussion, re-thinking over time, and application across content areas.* | |

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| **Connections** |
| **Connections across standards:** *Standards or frameworks that are connected to targets, such as:*  *CCSS/HCPS standards may provide interdisciplinary connections across content areas:* [*http://standardstoolkit.k12.hi.us/common-core/*](http://standardstoolkit.k12.hi.us/common-core/)  *General Learner Outcomes (GLOs) are the over-arching goals of standards-based learning for all students in all grade levels.  Observable behaviors, which are demonstrated in daily classroom activities, are evidence of GLOs:* [*http://doe.k12.hi.us/about/intro\_standards.htm*](http://doe.k12.hi.us/about/intro_standards.htm)  *CREDE standards offer several principles consistent throughout various cultures and equally emphasized in educational literature as best practices for culturally and linguistically diverse children:* [*http://manoa.hawaii.edu/coe/crede/sample-page/*](http://manoa.hawaii.edu/coe/crede/sample-page/)  **Connections with prior academic learning and skills:** *What do students know, what can they do, and what are they learning to do? Be specific and use concrete examples.*  **Connection to cultural/personal/community assets:** *What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests? Be specific and use concrete examples.* |

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| **Language** | |
| **Language Function (verb):** *The language function is basically the PURPOSE or reason for using language in this lesson. In other words, what communication function (skills) do the students need to communicate their understanding of content? Identify* ***ONE*** *language function (verb) essential to guide the learning in your lesson. Sample language functions include: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize. You may choose one of these or another more appropriate for your learning segment.*  *In addition, address at least* ***TWO*** *out of three of the following: vocabulary, syntax and/or discourse.* | |
| **Vocabulary,**  **Syntax, and/or**  **Discourse** | **Strategy for teaching, practicing and/or applying.** |
| *Content-specific vocabulary or key phrases related to learning outcomes* | *How will you support students to understand and successfully use this language?* |
| *Syntax is a set of conventions for organizing words (patterns), phrases, grammar and symbols into structures.* | *How will you support students to understand and successfully use this convention?* |
| *Discourse refers to how people who are members of a discipline talk and write. It is how they create and share knowledge.* | *How will you support students to understand and successfully use this discourse structure?* |

### III. ASSESSMENT

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| **Assessment** |
| ***Description of assessment:*** *Design tasks that will provide students with multiple opportunities to demonstrate what they have learned as a result of your instruction. These assessments will measure how well students understand (not just remember).*  ***What is being assessed:*** *Your assessment task(s) must be aligned with your learning targets from Section II, especially the standards you have cited.*  ***Assessment accommodations****: Consider the individual needs of your students and differentiate or modify as needed. For example: more time, instructions read aloud, fewer problems, peer support, etc.*  ***Type of feedback that will be given to students:*** *Feedback should offer clear and specific information on student performance aligned with learning objectives and criteria. Students should be made aware of their strengths and their errors. Percentages, or number of correct problems in insufficient. Provide verbal and or written comments to students with specific details to direct attention.* |

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| **Evaluation Criteria of Assessment (Entire Class)** | | | |
|  | **Levels of Performance:** *These categories can be expressed through words (e.g. “Excellent,” “Proficient,” and “Developing” or symbols that are easily understood by emerging readers, such as smiley faces or scoops of ice cream.) Practice using at least three levels of performance.* | | |
| **Criterion**  *Criterion succinctly label what you want the students to learn. They are aligned with the objectives (standards and benchmarks) and language function. A single word or phrase defines your criterion.* | **Performance Descriptor**  *How good is good enough? Describe quality at each descriptor level.* | **Performance Descriptor**  *The middle (proficient) should be the same criteria as your lesson objective.* | **Performance Descriptor**  *Generally, descriptors to the left of the middle describe student performance that exceeds proficiency, and descriptors to the right of the middle describe performances that are below proficiency.* |

**SPED ONLY**

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| **IEP Objectives** | | | |
| **Student A**  Use pseudonyms to protect privacy | Choose an objective from the student’s IEP that the student can be working on during the lesson. The objective may be aligned with the overall lesson or may be related to behavioral or social skills the student will work on during the lesson. | | |
| **Student B**  Use pseudonyms to protect privacy |  | | |
| **IEP Evaluation Criteria** | | | |
|  | **Exceeds Expectations** | **Meets Expectations** | **Developing Expectations** |
| **Student A** | This is written above the criteria set by the IEP objective. | This level is set by the IEP objective criteria. | This is anything below the criteria set in the IEP objective. |
| **Student B** |  |  |  |

**IV. INSTRUCTIONAL METHODS**

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| **Preparation** |
| *Consider the variety of preparations you need to make before the lesson begins to ensure it will run smoothly.*   * *Materials* * *Technology/Equipment* * *The organization of classroom space/furniture* * *Handouts* * *Charts/Graphic Organizers* |

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| **Time** | **Teacher Will…** | **Students Will…** |
| *How much time will you need?* | **Section Header: Purpose**   * *Provide a short, descriptive label for each “chunk” of instruction. Include detailed steps. Write succinctly, using bullet statements, but include enough information for a substitute to follow.*   *Repeat rows of the table as many times as you need to include all portions or “chunks” of your lesson.* | * *Describe specific responses you might expect from students.*  *Students should be actively involved.* |
| *How much time will you need?* | **Section Header: Purpose**   * *Opening sections of the lesson may include:* * *Completing Bellwork: What are the regular classroom routines that help students practice control and start off with focus?* * *Establishing Purpose: What is the importance or relevance of the lesson? How is it connected to other activities of the classroom/school/community?* * *Activating Schema: What do students already know? What have they experienced related to the content of the lesson?* * *Engaging Students: How can you create interest for the students? How will you raise questions and problems, cultivate curiosity and wonder?* * *Reviewing Material: What are the key terms or concepts students have already learned in prior lessons?*   *EXAMPLE: In a* ***Direct Instruction*** *lesson plan, the first step is to gain focus and attention, “Attending Cue,” followed by an introduction of the topic to create engagement, “Anticipatory Set.”*  *EXAMPLE: In a* ***Discovery Learning*** *lesson plan, the first step is to “engage” students in the learning task, making connections to past and future activities.* | * *Describe specific responses you might expect from students.* * *Students should be actively involved.* |
| *How much time will you need?* | **Section Header: Purpose** *Middle sections of your lesson may include:*  * *New Information: How will you impart or help students construct new knowledge and/or skills?* * *Modeling: How will you demonstrate your expectations and/or support struggling learners?* * *Experiences: What will you do together to explore the new knowledge and/or skills?* * *Exploration: What will students experiment or explore to discover or uncover something new?* * *Questions: How will you ask questions at the appropriate level of content mastery? How can you help students deepen their thinking?* * *Formative Assessment: Are students “getting” it?* * *Self-Assessment: How will students evaluate their own work and set goals?* * *Peer-Assessment: How will students share, peer-assess, or conference with others in class?* * *Group-Practice: What will students do on their own to apply, analyze, or synthesize information?* * *Co-teaching: How will students be grouped to maximize their learning?*   *EXAMPLE: In a* ***Direct Instruction*** *lesson plan, the middle of a lesson is usually defined by “Introduction and Modeling of New Knowledge/Skills” and “Guided Practice” to scaffold the learning.*  *EXAMPLE: In a* ***Discovery Learning*** *lesson plan, the middle of the lesson usually begins with student “exploration” followed by the process of “explanation” in which information is presented to make the process, concept, or skill clear.* | * *Describe specific responses you might expect from students.*   *Students should be actively involved.* |
| *How much time will you need?* | **Section Header: Purpose \***  *Final sections of the lesson may include:*   * *Elaboration: How will students apply concepts they have learned and draw conclusions?* * *Reflection: How will you draw focus back to the purpose of the lesson? How will you deepen and connect the learning?* * *Sharing: How will students celebrate and appreciate the accomplishments of their peers?* * *Summative Assessment: How will students individually and independently demonstrate their learning?*   *EXAMPLE:* *In a* ***Direct Instruction*** *lesson plan, the end of the lesson often includes and opportunity for “Independent Practice” and “Closure.”*  *EXAMPLE: In a* ***Discovery Learning*** *lesson plan, the end of the lesson often includes “elaboration” in which students apply or extend the new information and “evaluation” of conceptual understanding.* | * *Describe specific responses you might expect from students.*   *Students should be actively involved.* |

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| **Differentiation, Modification & Accommodation** | |
| **ELL/MLL** | *All classrooms include learner variability. In this section, plan to explicitly address these variations. For example, consider incorporating the principles of* ***Universal Design for Learning*** *to provide options for representation, engagement, and expression. Consider using* ***Instructional Conversations (CREDE)****, or* ***Co-Teaching*** *strategies to meet the needs of specific groups. You may also choose to differentiate the content, process for delivering content, assessment products, and/or the learning environment.* *Address a minimum of* ***TWO*** *types of learners in this section.* |
| **Struggling** |
| **Accelerated** |
| **504/IEP** |
| **Others (describe)** |

**V. ADDITIONAL ATTACHMENTS**

*Attach class handouts, assignments, assessments, slides, or interactive whiteboard image.*