

# Missouri Baptist University Education Division

## Lesson Plan Format

Designer(s): \_\_\_\_\_

Title: \_\_\_\_\_ Subject/Course: \_\_\_\_\_

Topic: \_\_\_\_\_ Grade / Level(s): \_\_\_\_\_

### Applicable Standards

[Write out the Missouri Learning Standards OR Missouri Early Learning Standards (for early childhood) being addressed by this lesson. Write the reference number followed by the text of the standard. For example,

MLS.Math.8.EELA.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .

MELS.Math.III.1.b: Recognizes relationships in the environment: Orders things according to relative differences]

### Lesson Purpose and Essential Question(s)

[What concept (“big idea”) do you want students to understand after completing this lesson? The lesson purpose is a statement (complete sentence) that indicates the overarching importance of the knowledge and/or skills students learn in the lesson. This statement is written for the teacher and should begin with the words, “The student will need to understand that ...”, followed by bullet points sharing the core idea(s) students will understand as a result of the lesson.]

The students will need to *understand that*:

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**Related vocabulary:**

**[Essential questions (EQs) are the all-encompassing guiding questions for the lesson** (usually 1-2 questions) and **are directly related to the lesson purpose**. The EQ(s) should be written in “child-friendly language” to allow the question(s) to be discussed and revisited by the students. The EQ(s) should be intriguing and motivating and should be presented to the students in order to keep the lesson focused on the lesson purpose. The EQ(s) should probe for deeper meaning and may be a springboard for further inquiry. EQ(s) should be open ended, without a single “correct” answer. For example: “How can literature serve as a vehicle for social change?”]

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### **Learning Objective(s)/Goals**

**[Objectives should be specific, observable, and measurable and should state the expected degree of mastery by the end of the lesson.** Objectives begin with the phrase “Students will be able to” followed by an action verb. For example,

Students will be able to:

1. subtract two-digit numbers with regrouping with 80% accuracy. ]

### **Assessments/Criteria for Success**

**[How will you know students have gained the knowledge and skills related to the concepts of the lesson?** Provide an overview of the formative **AND** summative performance assessment(s) for this lesson.

**Formative assessment(s):** Assessments created *for* teaching, used to measure student learning in order to guide further instruction. These are varied in format and conducted throughout the lesson(s) / unit in an effort to identify what the students have successfully learned and what concepts need to be revisited.

**Summative assessment:** A final assessment is completed at the end of the unit as an assessment *of* teaching. This is an evaluation of what students have holistically mastered.

For **each** assessment listed, **put the learning objective number(s) being addressed by that assessment** in parentheses following the assessment description.]

### **Lesson Structure and Procedures**

**[Outline the logistics of the lesson, focusing on environment setup and activity management, including how you will keep students actively engaged.** How will students utilize resources? How will you break up the lesson into segments? Where are the transition points in the lesson? What do you expect from students during transition times? How will you manage the **before, during, and after** of the lesson? Include **estimated timings** for each segment of the lesson, and describe **how you will**

**manage each transition** between tasks. Account for how you will **set up your classroom environment** at each phase of the lesson to facilitate and support the lesson activities, including how students will be physically arranged for activities.]

**Learning Activities/Significant Tasks**

[**Learning activities/significant tasks are “best instructional practices”, detailed step by step, outlining the specific activities students engage in during the lesson in order to develop a clear understanding of the topic.** These address both standard objectives (the what) and the instructional process (the how). Significant tasks make up the bulk of the instructional time allotted for the lesson.

Describe specifically the **instructional strategies you will use** to facilitate your students’ learning. For each phase of the lesson, specify how you will be using **one or more teaching models** (direct instruction, cooperative learning, presentation, concept teaching problem-based instruction and discussion, inquiry based instruction, or a combination of methods). Be specific in outlining how you will deliver the material of this lesson to your students.]

**Resources and Materials, Including Technology**

[**What resources will be needed for the lesson?** Using bullet points to list all books, manipulatives, and other materials (concrete and online) that will be utilized in this lesson. Be sure to include the specific technology tools (including URLs) that will be used by both the teacher and the students, as well as the number needed for each material (e.g., 1 per student, 1 per small group, 1 for teacher.)

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**Differentiation/Modification/Accommodation**

[What diverse learner needs will be considered when selecting resources, grouping students, or planning the lesson, and how will the needs be addressed DURING the lesson? Are there any special considerations such as assistive technologies or second-language learning to take into account? **BE SPECIFIC.**]

**Extensions/Remediation/Follow up**

[What follow up activities are available to extend students' understanding of the objectives once they master the essential lesson content or if they require additional support to master the content? This takes place **AFTER the lesson is done**. How will you respond when students do learn, or assist if they are not learning? (Timely enrichment/extension). How can we review what we learned today in order to be ready to apply it tomorrow?]

**Reflection**

[How will you know if your efforts at planning and teaching the lesson were effective, powerful and meaningful to your students? As you teach the lesson, evaluate strengths and weaknesses of your instruction. How would you improve the lesson if you were to teach it again? When planning your lesson, phrase these as **questions to ask yourself** after the lesson.]

**Additional Information**

[Include any additional information/component you feel is important to the lesson that was not covered in another area of the lesson plan format.]

**Lesson Plan Rubric**  
**Missouri Baptist University**

<b>CATEGORY</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>
<b>Heading</b>	The required Missouri Baptist University (MBU) Education Division's Lesson Plan Design has been used and heading includes all required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) Education Division's Lesson Plan Design has been used and heading includes most of the required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) Education Division's Lesson Plan design was not used, OR the heading does not include all required information. Subject/Course and/or topic do not address the proper content area.
<b>Applicable Standards</b>	Standards include the proper Missouri Learning or Missouri Early Learning Standard(s). Both standard reference number and complete standard text are included.	The appropriate standards are included but may not include the proper reference number and/or the standards are not written out in their entirety.	Not all of the appropriate standards and / or inappropriate standards are included in the lesson plan.
<b>Lesson Purpose, Essential Question(s) (EQs), and Related Vocabulary</b>	<p>The lesson purpose is included and indicates the overarching importance of the lesson. It begins with the phrase: "Students will need to understand that ...", followed by a complete sentence.</p> <p>One or two essential questions directly related to the lesson purpose are written in student language and are designed to motivate and provoke meaningful discussion.</p> <p>Vocabulary specific to the lesson is listed.</p>	<p>The lesson purpose is provided but does not address the overarching importance of the lesson. The purpose is not written in the proper form.</p> <p>The essential questions are not related to the lesson purpose or are not thought provoking questions designed to create meaningful discussion.</p> <p>Vocabulary is listed.</p>	<p>Candidate reveals below average understanding of the lesson purpose.</p> <p>The essential questions are not included OR are not related to lesson purpose <b>and</b> will not provoke meaningful discussion.</p> <p>Vocabulary for the lesson is not listed or is incomplete.</p>
<b>Learning Objectives</b>	Objectives start with "Students will be able to..." followed by an action verb and description. Objectives are measurable. The expected degree of mastery is stated.	Objectives are listed but are not written in MBU Lesson Plan required format and/or are not measurable.	Objectives are not included or not appropriate for the lesson.
<b>Assessments / Criteria for Success</b>	A brief overview of both the formative and summative assessment(s) for this lesson is provided. Each assessment is mapped to one or more lesson learning objectives.	An overview of the formative and summative assessments is provided, but assessments are not appropriate for the lesson and / or are not mapped to specific lesson learning objectives.	Appropriate formative / summative assessments are not included.
<b>Lesson Structure and Procedures</b>	Plan clearly states how students will share resources and how the lesson will be broken down in segments, including approximate time for each segment, the transition points in the lesson, and what is expected from students during transition points. Plan also indicates how the classroom environment will be set up to facilitate and support the activities, including how students will be arranged for the activities.	Plan includes some information about how resources will be shared, how the lesson will be broken into segments, and how the classroom will be arranged to support the activities. However, more detail is needed.	Not included or plan has provided very limited information.
<b>Learning Activities / Significant Tasks</b>	Plan describes in step-by-step detail the significant tasks and activities in which students will engage to gain a clear and deep understanding of the topic. The description includes both	Plan describes tasks and activities in which students will engage to gain an understanding of the topic. The description includes both standard	The plan doesn't accurately and clearly describe the significant tasks and learning activities to be completed in order to provide students a

CATEGORY	Exceeds Expectations	Meets Expectations	Below Expectations
	<p>standard objectives (the what) and the instructional process (the how).</p> <p>The plan provides a detailed description of the instructional models being used at each lesson phase to facilitate students' learning. It specifies whether direct instruction, cooperative learning, presentation, problem-based instruction and discussion, inquiry based instruction, or a combination of methods will be used. Key elements and strategies that will be used are described.</p> <p>This is a specific detailed outline of how the content of the lesson will be delivered to the students.</p>	<p>objectives (the what) and the instructional process (the how).</p> <p>A description of how the lesson will facilitate students' learning is not fully explained. It is not specified whether direct instruction, cooperative learning, presentation, problem-based instruction and discussion, inquiry based instruction or a combination of methods will be used. Key elements and strategies that will be used may not be described.</p>	<p>clear understanding of the topic.</p>
<b>Resources and Materials, Including Technology</b>	<p>Bullet points are used to list resources such as websites, books, manipulatives, and other materials (concrete and online) that will be utilized in the lesson, including quantities needed. The technology tools used by both teacher and students are included.</p>	<p>The list of resources needed for the lesson, including the technology needed for both students and teacher, are listed. However, the list is not complete and / or quantities of materials are not listed.</p>	<p>Not included or significantly lacking in detail.</p>
<b>Differentiation / Modification / Accommodation</b>	<p>Diverse learner needs are addressed in selecting resources, grouping students, and planning the lesson. Special considerations such as assistive technologies or second-language learning are taken in to account. The plan is <b>specific</b> in how diverse learner needs will be addressed <b>during</b> the lesson.</p>	<p>Diverse learner needs are considered in selecting resources, grouping students and planning the lesson. However, the plan is not specific in indicating the differentiation, modifications, or accommodations that will occur.</p>	<p>It is not clearly stated how diverse learner needs are to be considered in selecting resources, grouping students and planning the lesson. Special considerations such as assistive technologies or second-language learning may not be taken in to account.</p>
<b>Extensions / Remediation / Follow up</b>	<p>Plan clearly outlines the activities that will be available to extend students' understanding <b>after the lesson</b> (enrichment and extension). The plan also clearly explains how students will be assisted if assessments indicate they are not learning. The lesson provides follow-up activities that will help students be ready to apply what they have learned.</p>	<p>Plan includes some possible activities for extension of the lesson, remediation of the lesson, and lesson follow-up. However, the suggestions lack detail or the activities are not realistic.</p>	<p>Plan doesn't include an extension activity, a remediation activity, or a lesson follow-up activity appropriate for students who need more support and for students who have mastered lesson content.</p>
<b>Reflection</b>	<p>The lesson reflection questions are thoughtful and clearly and coherently stated. Section includes an evaluation of strengths and weaknesses of the lesson and consideration of how the lesson might be improved in the future.</p>	<p>A reflection guide is provided, but is limited in its reflective nature. Very brief and broad.</p>	<p>No reflection guide included.</p>