

**Molloy College
Division of Education**

Lesson Plan Format

Every Molloy College Lesson Plan must contain the following sections:

Heading	Adaptations
Instructional Objectives	Differentiation of Instruction
Standards and Indicators	Developmental Procedures
Motivation	Assessments
Materials	Independent Practice and Follow-up
Strategies	References

Heading for Coursework

Student _____ Professor _____
Course EDU _____ Date _____
Grade _____ Topic _____ Content Area _____

Heading for Participatory Observation and Student Teaching

Teacher Candidate _____ College Supervisor _____
Content Area _____ Cooperating Teacher _____
Grade _____ Lesson# _____ Topic _____ Date _____
School District _____ School _____

Instructional Objective(s)

The objective tells the reader the purpose of the lesson. It is possible that a lesson may have more than one objective. Student attainment of the objective(s) will be measured through the assessment. A well-stated objective must be measurable and include five components: conditions, performance, product and criterion. The fifth component, key concept, follows in a separate statement. **The objective should address the appropriate N.Y. State Standards as well as the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for New York State.**

Conditions- Describe the conditions under which the students will be able to perform what is expected in the objective. “After a class discussion...” or “Using research materials provided by the library-media specialist...” are two examples of phrases that describe conditions.

Performance – Describe what the student will do with an observable and measurable behavior. Verbs such as *identify, construct, explain, and compare* describe observable and measurable

behaviors. Examples: “Student will be able to construct a model of a crystal” or “Students will be able to compare and contrast the components of two genres of writing.”

Product- Describe what the student will produce or be able to do as a result of the lesson. Examples: a speech, an equation, a word-problem solution, a model, a diagram.

Criterion- Describe the acceptable level of performance. Examples of the criterion portion of an objective: “in a well constructed level of performance,” or “with no more than three errors.”

The key concept is written separately following the objective.

Key Concepts- Describes what the student is expected to learn. They are the “why” of the lesson; why the teacher is having the student engage in particular activities. The key concepts are drawn from the key ideas accompanying New York State Standards.

EXAMPLES OF INSTRUCTIONAL OBJECTIVES:

After reading about Jamestown and participating in a class discussion about what it was like to live in Jamestown in 1607, students will research documents from this specific period of time and develop a factual report citing at least three historically correct instances reflecting the hardships of the early years of this colony

Key concept: Students will demonstrate their knowledge of the significance of historical evidence.

After collecting leaves during a nature walk, students will classify the leaves according to size, shape and color, with at least three leaves in each category.

Key concept: Students will demonstrate their understanding that living things are both similar to and different from each other.

After practicing two-digit multiplication problems in class, students will complete five two-digit problems with 80 percent accuracy.

Key concept: Students will demonstrate their knowledge of the meanings of mathematical operations and procedures and how they relate to one another.

After reading Warm in Winter, students will construct a story map containing the following five elements: characters, setting, mood, problem, and solution.

Key concept: Students will demonstrate their understanding of comprehending, interpreting and critiquing imaginative text.

STANDARDS AND INDICATORS

Identify the New York State Learning Standards that your lesson addresses. A lesson will typically address more than one Standard in more than one content area. The New York State Learning Standards booklet provides the K-12 Standards. **The Standards Statement should address the Common Core Learning Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects first, followed by Content Area NY State Standards in all other areas other than mathematics. The Common Core State Standards (CCSS) for Mathematics is the only acceptable set of Standards for mathematics. These take the place of the State Standards for math. The Standard statement should be content specific.** As you prepare lessons, you should refer to the seven Standards document. You can also find these documents at www.nysed.gov. **Ensure that you refer to the typical N.Y. State Standards and the Common Core State Standards. Ensure that your math Standards reflect the Common Core State Standards for Mathematics.**

- Mathematics, Science and Technology (Common Core State Standards for Mathematics)
- Social Studies
- The Arts
- Health, Physical Education and Home Economics
- Career Development and Occupational Studies
- Languages other than English

EXAMPLES OF STANDARDS AND INDICATORS

Mathematics (CCCS) : Operations and Algebraic Thinking

Students will represent and solve problems involving multiplication and division. They will understand the properties of multiplication and the relationship between multiplication and division.

Indicator:

- This will be evident when students interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of seven objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*

Mathematics (CCCS): Number and Operations-Fractions

Students will use equivalent fractions as a strategy to add and subtract fractions. They will apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Indicator:

- This will be evident when students add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$

Social Studies

ELA & Literacy Standard: Reading; Key Ideas and Details (R.1)

Students read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Indicator:

- This will be evident when students respond to their reading from an historical novel by citing textual evidence of the physical features of the region in which the novel takes place and noting the impact of those features on the lifestyles of the characters

Social Studies Standard #3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Indicator:

- This will be evident when the students use cardboard, wood, clay and other materials to make a model of their community showing physical characteristics including the river and the Pine Barrens.

English Language Arts Standard: Speaking and Listening; Comprehension and Collaboration (SL.1)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Indicator:

- This will be evident when students work collaboratively to reach consensus in cooperative learning groups, constructing sentence strips containing facts and opinions about the summer and winter seasons.

MOTIVATION

Motivation is an introductory procedure used to establish a positive mental set toward the achievement of the proposed objectives. It describes how you plan to engage the students in learning. The motivation should occur before the actual lesson begins, and should stimulate interest and curiosity in the lesson, acting as the “hook” to get your students involved.

Motivation is a separate part of the lesson and stands alone. Do not include the motivation in the Development Procedures.

EXAMPLES OF MOTIVATION

- a brief excerpt from a video
- a thought-provoking personal anecdote
- a re-creation of an historical character or event

MATERIALS

Materials include all items that are required to teach the lesson.

EXAMPLES

- Calculators, an overhead projector, textbooks, construction paper, markers, seeds, trade books, etc.

STRATEGIES

Strategies are the instructional approaches used during the lesson.

EXAMPLES

- Cooperative learning, group discussion, direct instruction, role-playing and teacher demonstration.

ADAPTATIONS

Adaptations address the specific techniques, materials, and/or accommodations needed by students who have learning disabilities, are English language learners (ELL), have physical challenges or have other unique needs. Identify the specific students who have special needs to be addressed and list the ways in which you will make the adaptations. There may be times when no adaptations are required. **The adaptations must be germane to the lesson. Additionally, the adaptations must indicate a change in classroom environment that is not part of an IEP or Section 504 modification or adaptation. These changes are typical to all lessons. The adaptation in the lesson plan should be specific to the actual lesson.**

EXAMPLES OF ADAPTATIONS

- The student who has a learning disability in writing will be provided with a buddy “note taker.”
- The student who has a disability in reading will be provided a tape of the reading lesson.
- The student who is an English language learner will be provided with pertinent vocabulary words prior to the lesson.

DIFFERENTIATION OF INSTRUCTION

Differentiated instruction is *not* synonymous with adaptations. Differentiation of instruction is the teacher's response to the needs of all the students s/he teachers. Students vary in readiness, interest, and learning profile. The following statements reflect some of the many beliefs that differentiation of instruction encompasses:

- Content, process, and product should be differentiated.
- Teachers must understand the basic learning theories including: constructivism, behaviorism, brain-based research, learning styles, multiple intelligences, sociolinguistics, and Piaget's Development Theory, to name just a few.
- Teachers must possess the knowledge, skills, and dispositions necessary to maximize each student's growth.
- Differentiated instruction involves careful planning, knowledge of curricular goals, ongoing assessment and prescription, and establishing a safe environment for learning.

As Carol Ann Tomlinson says, "In a way, it's just shaking up the classroom so it's a better fit for more kids... The challenge is having teachers question the standardized notion of school and then helping kids realize there's a better way to do school." (Interview with Leslie J. Kiernan, 1996)

The Molloy College lesson plan should incorporate differentiation of instruction in a three-tiered approach, with each tier reflecting the content, process and product through which less-ready to very-able students meet the expectations of the lesson's objective. It is critical that you remember that all students should be able to meet the basic criterion of the objective, thus when you develop your objective it must be realistic for all students, yet flexible to allow for differentiation.

DEVELOPMENTAL PROCEDURES

Developmental Procedures include Activities and Key Questions. **The motivation for the lesson is not to be included in the development.**

- Activities should be structured and listed in sequential order. They should be student-centered, describing what students will do during the lesson.
- Key Questions that will be used to enhance learning and elevate student thinking beyond recall and comprehension should be included verbatim, and typed in italics.

EXAMPLES OF ACTIVITIES AND KEY QUESTIONS

- Students will use tangrams to construct and identify three geometric shapes. (*Why do you need to know the different geometric shapes? Where are there similar geometric shapes in the classroom?*)

- Students will listen to a reading of a poem, “I, Too, Am an American,” and write one sentence that captures the theme of the poem. (*Which word in the final phrase of the poem do you think should be emphasized and why?*)

ASSESSMENT

The assessment grows from the objective(s) and measures whether or not the objective(s) has (have) been achieved. The teacher assesses learning during and/or at the conclusion of the lesson.

EXAMPLES OF ASSESSMENT

- Students will make an electric circuit using wire, bulbs, and batteries.
- Students will use baseball statistics from the newspaper to analyze and predict team performance over the next ten games.
- Students will write a cinquain poem containing its correct elements.

INDEPENDENT PRACTICE

When appropriate, the teacher may assign independent practice related to the objective(s) which might include a homework assignment, a learning center activity, computer research, or other methods to use skills, concepts, or content learned during the lessons.

EXAMPLES OF INDEPENDENT PRACTICE

- Following the lesson on measurement: students will measure their own bedroom to decide how many square yards of carpeting are needed to cover the floor.
- After studying about the 1920’s, students will research the music of the decade and bring in a recording to share with the class.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

The results of the assessment will identify those students who mastered the objective(s) and those who did not. Follow-up activities occur after completion of the lesson.

Direct Teacher Intervention: A plan to re-teach the objective(s) using new strategies for students who did not attain the objective(s)

EXAMPLES OF DIRECT TEACHER INTERVENTION

- The student, under direct intervention with the teacher, will use a United States puzzle map to help the student reinforce state locations and shapes.

- The teacher and student will, together, work on an interactive CD-ROM to practice the parts of a friendly letter during a specific help session.

Academic Enrichment: Extended learning experiences that address higher order thinking skills should be provided for students who have met the objective.

EXAMPLES OF ACADEMIC ENRICHMENT

- The student will use the computer to identify current environmental issues being dealt with by local agencies.
- The student will write a diary entry in the style that Anne Frank used to describe what life in hiding is like.

TEACHER REFERENCES

(Put Teacher References on a **separate** page)

All materials used as teacher resources for the lesson should be identified and written in APA style. A minimum of *three* sources should be included for each lesson. A variety of sources should be used including print, non-print, realia, and web-sites.