**Overview & Directions**

1. **Objective:** VTfT students will develop an effective daily lesson plan following the steps outlined in class.
2. **Directions**
3. **Choose a unit of study**
4. View units on weebly.
5. Choose the unit that appeals to you.
6. **Choose ONE essential question on which to focus.**
7. Most units have multiple EQs. You will usually focus only on 1-2 at a time.
8. Choose 1 for your lesson plan.
9. **Complete the graphic organizer to plan your lesson**
10. Complete all parts of the graphic organizer to plan your lesson.
11. The graphic organizer can be found on the pages that follow.
12. Conduct necessary research to find resources for activities and assessments.
13. **Conference with Mrs. Frierman**
14. Conference with Mrs. Frierman on Friday to review work and address any questions/concerns.
15. **Present Lesson Plans**
16. Lesson Plans will be presented in a conference style on Tuesday and Thursday, March 16 & 18 respectively.
17. Provide a hard copy for all students of LP, activities, and assessments (as applicable) for presentation.
18. Upload final LP, activities, assessments and reflection in ONE document to weebly within 48 hours of presentation.
19. **Audience Participation/Feedback**
20. During presentation, audience members will actively participate by providing written feedback via a feedback form.
21. Mrs. Frierman will also provide feedback.
22. Feedback will notate strengths of LP as well as suggestions for improvement.
23. **Reflection**
24. After presenting lesson plan, you will be provided all of the feedback forms which you will use to formulate a reflection.
25. Reflection questions to be answered:
26. How do you think the lesson went/would have gone?
27. What were the strengths of the lesson?
28. What could have been done improve the lesson?
29. What were the strengths and weaknesses of this process?
30. What did you learn from going through this process?
31. What questions do you still have?
32. **Grading**
33. **Your lesson plan will be graded the rubric that follows:**

**Lesson Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Essential Question** | One EQ is identified. Explanation for choice demonstrates sophisticated critical thinking and understanding of the concept. | One EQ is identified. Explanation for choice demonstrates appropriate critical thinking and understanding of the concept. | One EQ is identified. Explanation for choice demonstrates adequate critical thinking and understanding of the concept. | One EQ is identified. Explanation for choice demonstrates weak critical thinking and understanding of the concept. |
| **Learning Objectives 1** | All topics, skills and what students are expected to understand, be able to do, and take away from the lesson are identified, demonstrating sophisticated critical thinking and understanding of the concept. | All or most topics, skills and what students are expected to understand, be able to do, and take away from the lesson are identified, demonstrating appropriate critical thinking and understanding of the concept. | Some topics, skills and what students are expected to understand, be able to do, and take away from the lesson are identified, demonstrating adequate critical thinking and understanding of the concept. | Topics, skills and what students are expected to understand, be able to do, and take away from the lesson are identified, demonstrating weak critical thinking and understanding of the concept. |
| **Learning Objectives 2** | The most important skills, concepts and ideas are identified and appropriately ranked in importance. Those that can be omitted are identified. Sophistication of thought and understanding is demonstrated. | The most important skills, concepts and ideas are identified and appropriately ranked in importance. Those that can be omitted are identified. Appropriateness of thought and understanding is demonstrated though there may be some areas of weakness. | Important skills, concepts and ideas are identified and ranked in importance. Those that can be omitted are identified. Adequate thought and understanding is demonstrated. There are substantial gaps and/or areas of weakness. | Skills, concepts and ideas are identified but may or may not be ranked in importance. Those that can be omitted may or may not be identified. Weakness of thought and understanding is evident. |
| **Lesson Introduction** | Lesson introduction explains how prior knowledge will be assessed and the topic will be introduced, demonstrating sophisticated critical thinking and understanding. | Lesson introduction explains how prior knowledge will be assessed and the topic will be introduced, demonstrating appropriate critical thinking and understanding. | Lesson introduction explains how prior knowledge will be assessed and/or the topic will be introduced, demonstrating adequate critical thinking and understanding. | Lesson introduction explains how prior knowledge will be assessed and/or the topic will be introduced, demonstrating weak critical thinking and understanding. |
| **Lesson Activities** | Lesson activities and materials demonstrate sophisticated critical thinking and understanding. | Lesson activities and materials demonstrate appropriate critical thinking and understanding. | Lesson activities and materials demonstrate adequate critical thinking and understanding. | Lesson activities and materials demonstrate weak critical thinking and understanding. |
| **Understanding Checks** | Assessments/ understanding checks  demonstrate sophisticated critical thinking and understanding. | Assessments/ understanding checks  demonstrate appropriate critical thinking and understanding. | Assessments/ understanding checks  demonstrate appropriate critical thinking and understanding. | Assessments/ understanding checks  demonstrate weak critical thinking and understanding. |
| **Lesson Conclusion** | Lesson conclusion  demonstrates sophisticated critical thinking and understanding. | Lesson conclusion  Demonstrates appropriate critical thinking and understanding. | Lesson conclusion  Demonstrates appropriate critical thinking and understanding. | Lesson conclusion  demonstrates weak critical thinking and understanding. |
| **Timeline** | Timeline  demonstrates sophisticated critical thinking and understanding. | Timeline  Demonstrates appropriate critical thinking and understanding. | Timeline  demonstrates appropriate critical thinking and understanding. | Timeline  demonstrates weak critical thinking and understanding. |
| **Alternatives** | Substantial alternatives are identified. Explanation demonstrates sophistication of thought. | Appropriate alternatives are identified. Explanation demonstrates appropriateness of thought. | Adequate alternatives are identified. Explanation demonstrates adequate thought. | Alternatives are identified. Explanation demonstrates weakness of thought. |
| **Reflection** | Reflection demonstrates sophistication in critical thinking and depth of understanding. | Reflection demonstrates appropriate critical thinking and understanding. | Reflection demonstrates adequate critical thinking and understanding. | Reflection demonstrates weak critical thinking and understanding. |

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| --- | --- |
| **Objective Identification** | |
| **Essential Question**   1. Provide a statement that explains why you chose this EQ. |  |
| **Topic/s of the Lesson** |  |
| **Students will learn . . .** |  |
| **Students will understand . . .** |  |
| **Students will be able to . . .** |  |
| **Students will take away from . . .** |  |
| **Learning Objectives**   1. Rank in order of importance 2. In ( ) id which might be omitted or skipped if time requires |  |

|  |  |  |
| --- | --- | --- |
| **Learning Plan** | | |
| **Item** | **Plan/Desciption** | **Materials** |
| **Introduction**   1. How will you check for prior knowledge? 2. How will you introduce the topic? |  |  |
| **Learning activities**   1. Id learning styles in ( ) for each activity. Be ready to defend. 2. Id approx. time for each activity. |  |  |
| **Check for Understanding**   1. Be specific. 2. Include where in the course of your learning activities you would place each activity. 3. Id which LO and/or skill each assessment is checking. |  |  |
| **Lesson Conclusion**   1. How will you summarize the main points of the class? 2. Preview what will happen next class. |  |  |
| **Timeline**   1. Create a timeline for every activity and assessment. |  |  |
| **Alternatives**   1. Prepare a list of alternative examples and activities. 2. Id when/ why you might use these. |  |  |

**Reflection**