**LESSON PLAN FORMAT**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_\_\_\_\_\_\_\_

Content Area/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Duration: \_\_\_\_\_\_\_\_\_

(5) RATIONALE: (Why this lesson should be taught. How it fits into the overall curriculum. What is the relevance?)

(5) LEARNING OBJECTIVES(S): (What the learner should know and/or do as a result of this lesson. Every standard must have an objective; every objective must be tied to at least one standard.)

(The Condition)The student will: (Verb) (Content) (Criteria) *Ex: Given a collection of buttons, the student will classify items into 3 groups based on attributes of student choice.*



(6)\*ASSESSMENT: (How you will determine whether and/or to what extent the students met the learning objective(s).)

(5) PENNSYLVANIA STANDARDS: (List relevant standards within an area and across areas as appropriate, indicate standard number and type the standard.)

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|  | What the teacher will do | tudents met the objective(s).)to: ical needs, including giftednesstions/modifications for:e this determination once they haveWhat the students will do | Differentiation  (Content, Process,  Product, Environment) | Materials/Technology Needed | Time Needed |
| (5) INTRODUCTION (Set Induction, Anticipatory Set, Launch, Hook, Warm-up, Bell Ringer): (How will you get the students interested and motivated? How will you activate their prior knowledge about your topic?) |  |  |  |  |  |
| (5) PROCEDURE: (How you will teach the lesson?) |  |  |  |  |  |
| (5) CLOSURE: (Discipline specific – Can be summarizing, wrapping up or tying together parts of the lesson for today.) |  |  |  |  |  |

(5 & 6 ELL) (7) ACCOMMODATIONS/MODIFICATIONS: (Teacher presentation, student response, timing and scheduling, environment. Bulleted list in sentence form)

(5)LESSON EXTENTION: (What you have prepared in case your lesson plan does not last the allotted time?)

(Course Specific) PRE-ASSESSMENT: (What skills and content have the students acquired prior to this lesson that will enable them to fulfill the objectives? Describe how you will determine what learners already know and to what extent about your content.)

(5) CONNECTIONS BEYOND THE LESSON (How can the student link this lesson to family, home, and/or community?)

(5) CITATION: (Identify, in APA style, any print, electronic, or human resources which assisted you in the development of this lesson, either with content material or pedagogical techniques.)

(The number in parenthesis indicates the semester this component is formally taught.)

\*Assessment as a course is only part of the PreK-4 program.

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**LESSON PLAN RUBRIC**

| **Levels/Criteria** | **Unacceptable** | **Acceptable** | **Exemplary** | **Score/Level** |
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| Rationale (NCATE 1.3; INTASC 7; ACEI 1, 3.1; NAEYC 4b, 4d)(5%) | Rationale is missing OR fails to describe why lesson should be taught, how it fits in the curriculum and/or its relevance. | Rationale as to why this lesson should be taught is included AND is somewhat clear on how the lesson fits in the curriculum AND is somewhat relevant. | Rationale concisely captures why lesson should be taught AND how it fits in the overall curriculum AND is clearly relevant. |  |
| Learning Objectives (NCATE 1.3; INTASC 7; ACEI 3.1; IRA 1.4; NAEYC 4b, 4d) (8%) | Few or none of the objectives contain the condition, verb, content or skill, and criteria OR Most or all objectives are missing at least one of the required elements. | Most objectives contain condition, verb, content or skill, AND criteria. | Every objective contains the condition, verb, content or skill, AND criteria. |  |
| Assessment (NCATE 1.3; INTASC 7, 8; ACEI 4; NCTE 4.10; NCTM 8.3; IRA 3.1, 3.3; NAEYC 3b; AMLE 1,3,4,5) (8%) | Assessment is inconsistent with the behavior described in objectives and lesson procedures. | Assessment closely assesses the behavior described in objectives and lesson procedures. | Assessment measures exactly the behavior described in objectives and lesson procedures. |  |
| National and/or PA Standards (NCATE 1.1; INTASC 1, 7; ACEI 3.1; NCTE 4.2; NCTM 8.4; IRA 1.4; NAEYC 4b, 4d) (8%) | Few or no relevant national and/or PA standards are included by number and in full text OR few standards from other areas are included to support interdisciplinary learning where appropriate OR standard number or full text is missing | Some relevant national and/or PA standards are included by number and in full text AND some standards from other areas are included to support interdisciplinary learning where appropriate | Relevant national and/or PA standards are included by number and in full text AND standards from other areas are included to support interdisciplinary learning where appropriate. |  |
| Introduction (NCATE 1.3; INTASC 5, 6, 7; ACEI 1, 3.4; IRA 4.1, 4.4; NAEYC 4b; AMLE 1,2,3,4,5) (5%) | Set induction is not likely to grab students’ attention OR activate prior knowledge OR flow in the lesson. | Set induction grabs students’ attention OR activates prior knowledge OR flows in the lesson. | Set induction is highly likely to grab students’ attention AND activate prior knowledge AND flow into lesson. |  |
| Procedure (NCATE 1.3; INTASC 4, 6, 7; ACEI 1, 3.1, 3.4; NCTE 4; NCTM 8.7; IRA 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4; NAEYC 4b, 4c, 4d)(8%) | Procedures are sketchy, and employ questionable pedagogical techniques for the content and age level of learners | Procedures are logical, detailed, and employ appropriate pedagogical techniques for the content and age level of learners | Procedures are explicit and systematically develop mastery of the objectives, using pedagogical best practices for the content and age level of learners |  |
| HOTS (NCATE 1.3; INTASC 4, 6, 7; ACEI 3.3; NCTE 2.4; NCTM 1.1, 2.1; NAEYC 4d)(5%) | No HOTS evident OR Some HOTS incorporated in the lesson, but many key opportunities to engage students in HOTS were missed. | HOTS incorporated in the lesson, but some key opportunities to engage students in HOTS were missed. | Higher Order Thinking Skills (HOTS) used effectively in the lesson. |  |
| Content Knowledge (NCATE 1.1; INTASC 1, 6, 7; ACEI 2.1-2.8; NCTE 3; NCTM 4.1, 4.2, 4.3, 9-15; NAEYC 4c, 4d) (8%) | Inaccuracies in content knowledge OR Interdisciplinary connections are tacked on, forced, or absent. | Lesson exhibits accurate and current knowledge AND Interdisciplinary connections, if any, are authentic. | Content is thoroughly researched and completely accurate; Authentic interdisciplinary connections are seamlessly integrated. |  |
| Motivation (NCATE 1.4; INTASC 5, 7; ACEI 1; NCTE 4.5, 4.6, 4.7; IRA 4.4; NAEYC 4a, 4b) (5%) | Lesson is not motivating OR is likely to engage only a small group of students | Lesson is somewhat motivating AND likely to engage most students. | Lesson is motivating and likely to engage all students. |  |
| Closure (NCATE 1.3; INTASC 6, 7; ACEI 3.1; NAEYC 4b) (5%) | Closure is not evident, does not solidify understanding, or does not relate to the lesson | Closure is evident and relates somewhat to the lesson | Closure consolidates understanding of major objectives |  |
| Time (AMLE 1,2,5) (5%) | Duration of lesson is not appropriate to the age, subject matter, and procedures OR time needed for each component is not accurate. | Duration of lesson is somewhat appropriate to the age, subject matter, and procedures AND time needed for each component is somewhat accurate. | Duration of lesson is clearly appropriate to the age, subject matter, and procedures AND time needed for each component appears accurate. |  |
| Accommodations/ Adaptations (NCATE 1.7; INTASC 3, 7; ACEI 3.2; NCTE 2.1, 2.2, 4.2,, 4.4; NCTM 8.1; IRA 2.2, 2.3; NAEYC 4a, 4b, 4d)(5%) | Accommodations/Modifications are not developed for teacher presentation, student response, timing & scheduling, and/or environment OR are missing. | Accommodations/Modifications are somewhat developed for teacher presentation, student response, timing & scheduling, and/or environment. | Accommodations/Modifications are fully developed for teacher presentation, student response, timing & scheduling, and/or environment as appropriate. |  |
| Lesson Extension (NCATE 1.3; INTASC 4, 6, 7; ACEI 1, 3.4; NCTE 4.7, 4.8, 4.9; NAEYC 4b, 4c; AMLE 1,3,4,5) (5%) | Extension is unrelated to lesson OR is unrealistic in implementation OR is missing. | Extension somewhat provides enrichment opportunities OR is somewhat easily implemented OR somewhat extends the lesson concepts. | Extension provides enrichment opportunities AND is easily implemented AND extends the lesson concepts. |  |
| (Course Specific) Pre-assessment (NCATE 1.3; INTASC 2, 7; ACEI 1, 4; NCTE 4.10; NCTM 8.3; IRA 3.3; NAEYC 1a, 3b; AMLE 1,3,4,5) (5% | Few skills and content knowledge necessary to successfully participate in the lesson are identified OR How these skills and knowledge will be determined is not provided. | Most skills and content knowledge necessary to successfully participate in the lesson are identified AND How these skills and knowledge will be determined is provided. | All skills and content knowledge necessary to successfully participate in the lesson are identified AND How these skills and knowledge will be determined is well designed. |  |
| Connections beyond the lesson (NCATE 1.4; INTASC 3, 7; ACEI 5.3, 5.4; NCTE 2.5; IRA 4.1; NAEYC 4a; AMLE 3,4,5) (6%) | How the student can link lesson to family, home and/or community is not clear OR not meaningful OR not age-appropriate. | How the student can link lesson to family, home and/or community is somewhat clear AND somewhat meaningful AND age-appropriate. | How the student can link lesson to family, home and/or community is clear AND meaningful AND age-appropriate. |  |
| Materials/Safety (NCATE 1.4; INTASC 5, 7; NCTE 4.1; NCTM 8.2; IRA 2.3; NAEYC 4c) (5%) | Few materials are listed; no safety precautions taken or stated | Most materials listed; safety issues considered and stated | All materials listed; safety precautions considered and stated |  |
| Citations (NCATE 1.4; INTASC 7, 9 NAEYC 5a, 5c) (4%) | Citations missing or proper APA format not used | Most citations are pertinent and in correct APA format for pedagogy and content | Pertinent citations for pedagogy & content and in proper APA format |  |