UCA Middle Lesson Plan – Guided Version

Intern Teacher’s Name: 
Mentor Teacher’s Name: 
Grade Level: 
Subject: 
Date: 
Period: 

Frameworks
This space is where you copy/paste the actual framework standard or Common Core standard. Copy/paste the full student learning expectation, not just the alphanumeric reference. Consult with your mentor concerning the correct student learning expectation (SLE) or standard for your lesson. Find the standards on the Arkansas Department of Education website (http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks) or the Common Core website (http://www.corestandards.org/).

Objectives (TESS - 1c)
Write the academic objectives you plan to share with students at the beginning of your lesson. These must be based upon and closely connected to the framework standard(s) listed above. Keep the number of objectives low (1-3). If you’re not going to teach and assess the objective, don’t list it.

Effective academic objectives have these qualities:
- specific about what is to be learned by the students
- written in language that is clear and student friendly (clarity is key when writing objectives, so keep it simple)
- written with assessment in mind (i.e. using a verb that lends itself to assessment/measurement)

Here’s an example of an academic objective that needs improvement:
“Students will understand the layers of the Earth.” (What’s the problem? It’s somewhat clear and student friendly. It’s fairly specific, but it’s not written with assessment in mind. How will the teacher measure the understanding? What is it that students are supposed to be able to know or do at the end of the lesson?)

Improved version:
“Students will identify and describe the layers of the Earth” or “Students will compare and contrast the layers of the Earth.” (Why are these better? The improved versions are more specific about how students will demonstrate their understanding. Students benefit from clear statements of what is expected of them by the end of a lesson or unit.)

Here’s another:
“Students will demonstrate an understanding of the differences between adjectives and adverbs.” (Same issue...not measureable.)

Improved version:
“Students will describe similarities and differences between adjectives and adverbs.”

All of the improved versions use verbs that are measurable because they describe what the teacher could ask students to do at the end of the lesson as a measure of student learning.
Be cautious about mistaking an activity for an academic objective:
“Students will build a model of the layers of the Earth.” (This is what the students will do, rather than what the students will learn.)
**Improved:** “Students will identify and describe the layers of the Earth.” The students can still build the model as a learning activity, but their learning objective is to be able to identify and describe the layers. The model building activity is a method to help them learn about the Earth’s layers.

“Students will participate in a discussion of the digestive system.” (Again, this is a great activity, but not an effective learning objective.)
**Improved:** “Students will compare and contrast major organs of the digestive system.” Students could still participate in a guided discussion of the digestive system, but their learning objective is to be able to compare and contrast the major organs. The discussion is a method to help them learn more about the digestive system.

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**Essential Question(s) (TESS 1a)**
At the core of your lesson, what is the point of inquiry? Please see this site for guidance and note key points included below from site - [http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53)

A question is essential when it:
1. causes genuine and relevant inquiry into the big ideas and core content;
2. provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
3. requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
4. stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
5. sparks meaningful connections with prior learning and personal experiences;
6. naturally recurs, creating opportunities for transfer to other situations and subjects.

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**List (multiple) means of content representation (TESS – 1b)**
During your lesson, you will teach content to students. There are many ways/methods of teaching content. To help you with this box, think of “teaching” as “representing.” As the teacher, how will you represent the lesson’s content for students? You know that students learn in different ways, so an effective lesson will represent content in different ways.

Will you present a mini-lesson using a Power Point?
Will you model a math problem using a Smart Board?
Will you provide an interactive handout and a text?
Describe the various ways you, as the teacher, will represent the lesson’s content in different ways.

This box focuses on you, as the teacher, and the methods you’ll use to represent the content for students.


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**Materials (TESS – 1d)**
List the main lesson materials. Briefly describe each to better help assessor understand use. **When you submit your lesson plan and analysis, you must also submit any handouts, presentations, assessments, etc. that go with your lesson.**

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**List (multiple) means of expression (TESS – 1b)**
Describe how you will provide learners alternatives or options for demonstrating what they are learning. In simplest form, how many different ways have you planned for students to SHOW you what they know (beginning, middle, end)? Options might include: structured group discussion, Q&A, drawing, peer presentation, write an answer, make something, act out a skit, create/sing lyrics, etc.
### Differentiation for diverse learners (TESS – 1b)

Pick 2-3 indicators of diversity and explain how this lesson provides opportunities for learners given these indicators. Choices include: learning styles/modes, ethnicity, language, exceptionalities, gender, SES, etc.

### List (multiple) means of engagement (TESS – 1b)

Describe the methods underpinning your lesson and how your choice of method will ENGAGE learners, will MOTIVATE them to learn, and will connect to their interests. This goes beyond direct instruction. You want to list here your plans to actively involve students in the lesson. How will you "recruit their interest, encourage them to sustain and persist, and self-monitor"? You might start by listing your plans that will involve them ACTIVELY in their own learning.

### Pre-assessment [and describe how your assessment aligns with your objective(s)] (TESS – 1f)

Describe any activity, assignment, quiz, bell ringer, or other method of assessment that is planned for the beginning of this lesson or connects to this lesson from a recent previous lesson. [Estimated time required]

### Instruction (TESS – 1e)

<table>
<thead>
<tr>
<th>WHAT THE TEACHER WILL SAY/DO/ASK:</th>
<th>WHAT THE STUDENTS WILL SAY/DO/ASK:</th>
</tr>
</thead>
</table>
| **Introduction (prior knowledge, motivate learners)**  
[Estimated time required]  
The lesson introduction is a critical piece of the lesson. The lesson introduction should “set the stage” for the lesson and serve as a way to ENGAGE and MOTIVATE your learners to enter the learning environment. You want to get them intrigued, excited, interested, etc. in what they are about to learn. The lesson introduction should be a brief activity that engages your learners and allows you to assess students’ prior knowledge. | In this column, include what the students will say/do/ask. In the left box, your focus is what the teacher is saying/doing/asking. In this box, your focus is student action (to show how you are keeping students engaged). The right box describes any formative assessment opportunities occurring at the same time. | As you describe the parts of your instructional plan in the box to the left, include on this side any formative assessments you’ve planned to implement during the lesson. Line up formative assessments with partner activities on left. During the lesson introduction, you may need to repeat (from pre-assessment) any activity, assignment, quiz, bell ringer, or other method of assessment that is planned for the beginning of this lesson or connects to this lesson from a recent previous lesson. |
<table>
<thead>
<tr>
<th>Content Exploration</th>
<th>[Estimated time required]</th>
<th>How will you check on your students’ learning during the content exploration portion of the lesson? If you want your assessment to be “systematic” find a way to record the results of your spot checks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a traditional lesson, this is where the teacher would present the content to the students (i.e., lecture, PPT). In a constructivist lesson, this is where the teacher would establish the inquiry problem/project and provide the structure and resources for students to explore the content under guidance followed by teacher-provision of content as deemed necessary. Whatever method you choose, break down the steps in this section so the sequence of content explanation/delivery is clear to your supervisor.</td>
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<tr>
<td>Guided Practice</td>
<td>[Estimated time required]</td>
<td>How will you check on students learning during guided and independent practice?</td>
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<tr>
<td>This is a chance for students to “practice” material in a risk-free setting. This may take place as a group activity</td>
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<tr>
<td>Independent Practice</td>
<td>[Estimated time required]</td>
<td>Your post-assessment is likely to occur during the closure.</td>
</tr>
<tr>
<td>This is a chance for students to “practice” material in a risk-free setting. This usually takes place as a solo activity.</td>
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<tr>
<td>Closure</td>
<td>[Estimated time required]</td>
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<tr>
<td>The lesson closure is a critical piece of the lesson. The lesson closure will allow students to summarize and review the content learned from the lesson and to establish direction and questions for tomorrow’s lesson</td>
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<tr>
<td>Extension</td>
<td>[Estimated time required]</td>
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<tr>
<td>This may be tied to the practice opportunities. It generally appears as homework or an extended project.</td>
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<tr>
<td>Post-assessment [and describe how your assessment aligns with your objective(s)] (TESS – 1f)</td>
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<tr>
<td>How will you assess your students’ progress toward meeting the objectives of this lesson? How does your choice of assessment align with your objective(s)? Be sure you assess all of the objectives you listed in the Objectives box above.</td>
<td>[Estimated time required]</td>
<td></td>
</tr>
</tbody>
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