**EDSP 4980/8580: LESSON PLANNING ASSIGNMENTS (1/20/17)**

**Use this format for planning the lesson structure of your unit lessons (10).**

**Use this format for planning formal lesson observations (FLOs) (6).**

**Title of Lesson:**

**Subject:**

**Grade level:**

**Teacher:**

**Objective(s):** The purpose of a behavioral objective is to COMMUNICATE.

* + The objective clarifies the intent of the instruction for the teacher and for all who have interest in the outcome of instruction
	+ Behavioral objectives should contain 4 elements:
	1. **Conditions—**statement that describes the conditions under which the behavior is to be performed. Conditions may include a structured worksheet, describe the problem type or task, and/or the discriminative stimulus/prompt.
	2. **Learner(s)—individuals for whom the objective is developed**
	3. **Behavioral Verb—**an action word that connotes an observable student behavior
	4. **Criteria—**a statement that specifies how well the student must perform the behavior

**Curriculum Standard(s) Addressed:** SC College and Career-Ready Standards, SC Alternative Standards, Life Centered Education Curriculum

**Rationale for Instruction:** Indicates why this instruction is appropriate based on student performance and data.

**Prerequisites:** Indicate what the student must know or be able to do in order to achieve the stated objective.

* This section is necessary for considering the readiness state of your students.
	+ Students cannot master the objective and teachers cannot duplicate your lesson without prerequisites.

**Materials/Preparation:** List materials/equipment used by the teacher and students.

* Describe the materials needed to teach the lesson.

**Procedures:** Describe how the teacher implements the lesson (e.g., teacher says, does).

* The phases below provide the structure for an efficient and effective lesson:
* **Lesson Opening:** This phase provides a FOCUS for the lesson and communicates what will be learned, why it is important to learn it, how it will be learned, and how it will be assessed. During this phase, the teacher states the instructional objective, activates prior knowledge, engages the interests of students in content, and reviews and/or practices relevant prerequisite skills and expected student behaviors.
* **Presentation/Modeling of New Content/Skill:** This phase **i**ncludes a demonstration of the skill or content to be learned—the teacher does the work. During this phase, the teacher may include examples and nonexamples; however, students do not practice the skill in this phase. The teacher asks questions asks question to ensure student attention.
* **Guided Practice:** This phase includes student practice on the objective—the student does the work. Teachers informally assess student performance and considers student-learning differences. The teacher should make a decision about whether students are ready for independent practice on this skill/concept. Teacher questioning should address higher order thinking, and teacher feedback should include specific praise and correction.
* **Independent Practice:** This phase provides an opportunity for the students to become fluent on the skill/content. Student learning differences and accommodations should be included. Although independent practice may be used for the assessment of the objective, assessment may be a separate activity.
* **Closure:** This phase pulls the information together at the end of the lesson. Closure provides a review of the objectives and how the skill can be used in a real-life application. Closure connects this skill/content to future lessons.

**Questioning:** Develop a questioning hierarchy to encourage and cultivate higher order questioning and problem solving.

**Cooperative Learning:** At least one lesson must incorporate a type of peer-mediated learning (e.g., peer-tutoring, cooperative learning, group projects).

**Technology:** At least one lesson must incorporate the use of instructional or assistive technology.

**Assessment:** Determine to what extent the students have attained the objective. The teacher may use independent practice or a separate activity for

 student assessment.

**Adaptations:** This statement may include accommodations and modifications that address all levels of student ability.

* Describe modifications that allow students who are linguistically and culturally diverse to participate and be successful—consistent with the long-range plan.

**Formal Lesson Observation (FLO) Reflection**: Write a reflection based on the outcomes of this lesson, including teaching behaviors, expected and unexpected student behaviors, behavior management, student performance, technology enhancements, and evaluation comments. **To be submitted by 11:59PM on the date of the FLO.**