Pre-Student Teaching Lesson Plan

Student Teacher: Date:
Subject: Topic: Grade Level: No. of students:

Instructional plan:

CENTRAL FOCUS: (Broad, long-term student learning outcome) (Ask your cooperating teacher why s/he has asked you to address this objective.)

To which Ohio New Learning Standards is this objective linked? Please include numbering and wording of standard/s.

Learning/Behavioral objective/s (observable and measurable) for:

- Students not yet meeting grade-level expectations will:

- Students meeting grade-level expectations will:

- Students working beyond grade-level expectations will:

Why have you chosen to teach these objectives now? How do these objectives address the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future? (Ask your cooperating teacher why s/he has asked you to address this objective.)

Methods: What teaching method(s) will you use for this lesson? (Direct Instruction OR Indirect Instruction)

Why is this method most effective for student learning?
Learning Experience Plan:

I. Anticipatory Set/Introduction

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<thead>
<tr>
<th>Code</th>
<th>Step Number</th>
<th>Description of Step</th>
<th>Time Needed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Gain Attention</td>
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<td>2</td>
<td>Review Previous Learning</td>
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<td>3</td>
<td>Motivation</td>
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<td>4</td>
<td>Statement of Objective to Students</td>
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II. Strategies/Methods

A. Identify the learning steps of this lesson.

B. Code each step using one or more of the following codes: (II)Instructional Input (M)Modeling (GP)Guided Practice (CU)Checking for Understanding (IP)Independent Practice

C. Identify and name the learning style and critical thinking stage (from Bloom’s Taxonomy of Cognitive Thinking) at the end of as many Description of Steps as appropriate, but at least three for each column.

D. Provide time needed for each step.

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<thead>
<tr>
<th>Code</th>
<th>Step Number</th>
<th>Description of Step</th>
<th>Academic Language Demands (vocabulary and/or other communication demands)</th>
<th>Learning Style</th>
<th>Critical Thinking</th>
<th>Monitoring of Progress: Informal Assessment Strategy and Plan for Adjustment if Needed</th>
<th>Time Needed</th>
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<tbody>
<tr>
<td>5</td>
<td></td>
<td>The student will . . .</td>
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<tr>
<td>6</td>
<td></td>
<td>The student will . . .</td>
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</table>
The student will...  

TSW...  

TSW...  

III. **Closure:** How will you bring closure to your lesson? Refer to the statement of your objective when bringing closure to your lesson. Closure is directly related to the statement of the objective and is elicited from the students, not stated by the teacher.

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<th>Material</th>
<th>Purpose</th>
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**Supporting the Learning:**

I. **Materials:** What materials will you use and how will you use them?

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II. **Grouping for Learning:**

How will you group the students for instruction?

Why is this method of grouping more effective for student learning than another type of grouping for this lesson?

**Accommodations or modifications in the learning plan required by the IEP or other student needs:** What accommodations will you make for students with special needs? (Look at each step of your plan, and ask yourself what students might need to accomplish the step.) How do these accommodations allow you to differentiate instruction? Include as many as appropriate.
Assessment and Monitoring Learning:
What was your objective (address for each differentiation)? (This is what you are assessing.)

How will you determine the extent to which each student met the objective? (During field experience, discuss with cooperating teacher options beyond worksheets whenever possible.)

1. **Type of Assessment:**

2. **Any special accommodations or modifications in the assessment as required by the IEP or other student needs:**

**Pre-Lesson Reflection:** Before you submit the plan to your coop and/or course instructor:

1. **Analyze your lesson in light of Pathwise© Domain A** (please use specific examples)
   - Domain A: Organizing Content Knowledge for Student Learning—completed during the planning of the lesson
     1. Becoming familiar with relevant . . .
     2. Articulating clear learning goals . . .
     3. Demonstrating an understanding of the connection . . .
     4. Creating or selecting teaching methods . . .
     5. Creating or selecting evaluation strategies . . .

2. Consider what you have planned, what could possibly alter that plan over which you would not have control (e.g., could anything happen to prevent you from executing the plan as outlined such as the weather, electricity, etc.), and suggest what you might do in that eventuality.
**Post-Lesson Reflection: Analyze your lesson in light of Pathwise® B, C, and D (please use specific examples)**

**Domain B: Creating an Environment for Student Learning**
1. Creating a climate . . .
2. Establishing and maintaining rapport . . .
3. Communicating challenging learning expectations . . .
4. Establishing and maintaining consistent standards. . .
5. Making the physical environment . . .

**Domain C: Teaching for Student Learning**
1. Making learning goals and instructional procedures clear . . .
2. Making content comprehensible . . .
3. Encouraging students to extend . . .
4. Monitoring students' understanding of content . . .

**Domain D: Teacher Professionalism**
1. Reflecting on the extent . . .
2. Demonstrating a sense of efficacy . . .
3. Building professional relationships . . .
4. Communicating with parents . . .