PLEASE NOTE: Dr. Cherry prepared this as a guide for a group of grad candidates one summer, and she didn’t intend for it to become a standard tool to be used by all students. However, in past semesters, some faculty members have felt it has been somewhat helpful for candidates to review.

It has NOT been updated to match our current lesson plan template. However, many pieces are applicable.

CAUTION: If you are not receiving this from Dr. Cherry, you need to be certain the course instructor for whom you are preparing lesson plans agrees with the information. Dr. Cherry designed this to reflect the way she uses the planning template. It is not necessarily reflective of all faculty members’ interpretations.

Pathwise lesson plan adapted from ETS, Educational Testing Service Instruction and Reflection Profile.

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

Instructional plan:

Goal: (Broad, long-term student learning outcome)

Remember that the goal may take many lessons to develop. It could be that your objective is the first of many that will help the student progress toward meeting the goal. It could also be for some lessons that the goal, if stated in behavioral terms, becomes the objective because you are at the end of the lessons addressing the particular goal.

To which Ohio New Learning Standards or Early Learning Standards does this lesson apply? Write out the standard/s and include the coding.


Behavioral objective/s (observable and measurable):

- Students not yet meeting grade-level expectations will:
- Students meeting grade-level expectations will:
- Students working beyond grade-level expectations will:

Differentiation can take many forms, and those who are working with IEPs will find that you will be specific to the child with whom you are working. However, as a general/introductory guide: you might differentiate according to the (a) content
addressed, (b) the process used, and/or (c) the product expected. (There are other ways you might differentiate the objectives, but these are a few where you might begin.) For example, if I was dealing with math facts, in the very same lesson I might have the following objectives (follow the columns vertically to see what students would do in the lesson if the particular approach to differentiation was used, i.e., all the objectives for (a) would be in the same lesson, all (b) represent another lesson, etc.): this is not meant to be an exhaustive table of approaches—it is just a simple example.

<table>
<thead>
<tr>
<th></th>
<th>(a) Content</th>
<th>(b) Process</th>
<th>(c) Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet meeting grade-level expectations</td>
<td>Recite addition facts through sums of 10</td>
<td>Add two-digit numbers through sums of 10 using manipulatives and/or with adult assistance</td>
<td>Add two-digit numbers through sums of 10 with 60% accuracy</td>
</tr>
<tr>
<td>Meeting grade-level expectations</td>
<td>Add two-digit numbers through sums of 10</td>
<td>Add two-digit numbers through sums of 10 independently</td>
<td>Add two-digit numbers through sums of 10 with 80% accuracy</td>
</tr>
<tr>
<td>Working beyond grade-level expectations</td>
<td>Add and subtract numbers of multiple digits through sums of 50</td>
<td>Independently design word problems using sums through 50 involving addition and subtraction</td>
<td>Add two-digit numbers through sums of 10 with 100% accuracy</td>
</tr>
</tbody>
</table>

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?

This needs to present clearly what readiness has already occurred that helped prepare the students for today’s lesson objectives (i.e., why are they ready to tackle this objective given what they’ve already done/learned) and where will today’s objective
lead (i.e., what lessons/topics/information will they be ready to address once they have achieved today’s objective?) Be specific, e.g., “The students have already learned X, Y, Z, so they are ready for the next step as presented by today’s lesson objective. In the future, today’s objective will allow them to X, Y, Z” (however, the latter, though in the future, doesn’t necessarily mean a year from now!).

**Student grouping:**
How will you group the students for instruction?

<table>
<thead>
<tr>
<th>Whole-class, small groups, and/or independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can use more than one type of grouping in a lesson.</td>
</tr>
</tbody>
</table>

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

| Focus on why the method/s of grouping provides the most effective learning environment. Often if you think about what would give the student the best access to information and/or participation, as well as why another approach wouldn’t be good, you get your answer. Remember: what works for adults might very well not be the best for young children. Your microteaching is addressing the learning needs of adults; your other 4 lesson plans must address some age/grade level, PK-3, ages 3-8 years. |

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

<table>
<thead>
<tr>
<th>Focus on whether you are working with facts, rules, action sequences, which would suggest Direct OR concepts, inquiry, problem based, which would suggest INDIRECT. (Guided Discovery and Experimentation are types of Indirect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must list Direct or Indirect in this box—if indirect, you can also list the type, e.g., guided discovery, inquiry based.</td>
</tr>
<tr>
<td>You may be using both methods in a single lesson.</td>
</tr>
</tbody>
</table>

Why is this method most effective for student learning?

| As in grouping, your thinking here is an attempt to suggest why the approach/es you’ve chosen are best for learning. |

**Materials:** What materials will you use and how will you use them?
1. **Anticipatory Set (A.S.)** These four steps are NOT re-entered in any form in the learning steps section of the plan. They are over when you complete them here as part of the A.S. TIMES NEEDED, listed below, reflect what might be normal for a 20- or 30-minute lesson.

<table>
<thead>
<tr>
<th>Code</th>
<th>Step Number</th>
<th>Description of Step</th>
<th>Time Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain Attention</td>
<td>1</td>
<td>For me, this is the technique (clapping pattern, “If you hear my voice” activity, “1-2-3” activity, etc.) that you use before you ever begin any other part of the A.S. or lesson. However, it could at times also be motivating.</td>
<td>I would guess no more than 30 secs. (yes, I really mean seconds!)</td>
</tr>
<tr>
<td>Review Previous Learning</td>
<td>2</td>
<td>Often in the form of Q&amp;A, how you review with children to be certain they have the pre-requisite/readiness skills and/or knowledge that will allow today’s lesson to be meaningful to them. Look ~ 2-3 minutes: THIS SHOULD</td>
<td></td>
</tr>
</tbody>
</table>
at what you said in the box right after the objectives that asked how today’s objectives are connected to content that was previously learned for some help in answering this section of the AS.

| **Motivation** | **3** | What would make this lesson exciting and interesting to the students? Might be that we’re going to work in small groups; maybe we’re going to play a game; maybe we’re going to work with live plants and/or animals; maybe we’re going to see a video-clip. Please remember: CAN’T BE A BRIBE!! 😊 |
| **Statement of Objective to Students** | **4** | Write in this box the exact words you will use when you state the objective to the students. For example, “Today you are going to be able to list the primary reasons for the Civil War.” (Remember that you should also post it on the board somehow; e.g., you can write the whole objective, a few key words, draw a picture that represents the focus of the objective, have the objective already written on a sentence strip that you post) |

2. Learning Steps

A. **Identify the learning steps of this lesson.** I suggested that you might write these first without worrying about whether they represent multiple learning styles, critical thinking, CU, etc. Get them out of your head onto the paper. Then go back and see if some might be better combined into one step, eliminated, spelled out more extensively, etc.
B. **Code each step using one or more of the following codes:**

- **(II) Instructional Input** You are actually providing information to children; it can be in the form of words you say, media you use, game you play, etc.

- **(M) Modeling** You are actually showing how to do whatever it is

- **(GP) Guided Practice** Students are practicing part or all of the lesson, **with the opportunity to receive assistance if needed.** This can occur when, e.g., you do the first question of a worksheet with everyone or when students are completing a problem or question on their own during a lesson, or when a group is working on a task

- **(CU) Checking for Understanding** At key times throughout your lesson, plan to find out if the students are understanding the information/approaches. Do so by asking them questions, asking them to complete a problem or sample, walking around while they’re working on something to check it, etc. For young children (but for me this applies to everyone including adults), do not ask questions like “Do you understand? Do you have any questions?” This doesn’t allow YOU to check THEIR understanding. It just tells you whether they think they understand.

- **(IP) Independent Practice** Students practice a skill or knowledge **without the opportunity for assistance.** This does not necessarily occur in every lesson.

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.** Learning styles: usually described as Visual, Auditory, or Kinesthetic/Tactile. Refers to the approach to learning that is being emphasized. E.g., if I’m taking notes, though there is a tactile sense, it might not be what helps me learn the material best or it might not represent the type of learner I’m targeting. However, if I give you an activity that has you touching materials to allow your sense of touch to relate the information through that sense because you
tend to learn best when you can feel and this is what you remember, then tactile is correct. Taking notes would likely be visual for most people.

Use Bloom’s taxonomy of cognitive development to determine Critical Thinking level---and to try to have as many steps promote higher-level thinking as possible.

D. **Provide time needed for each step.** Remember that I suggested this as your last step when writing the first rough draft. Try to be as accurate as possible, then add everything and see how much time the steps involve. Don’t forget that when you do this, you need to be sure you add on the A.S. time as well as the time for Closure. Your assessment would also be added if you intend for it to occur during the lesson time period.

<table>
<thead>
<tr>
<th>Code</th>
<th>Step Number</th>
<th>Description of Step</th>
<th>Learning Style</th>
<th>Critical Thinking</th>
<th>Time Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The student will . . . IMPORTANT: Every step is written from the perspective of what the STUDENT will do. If it helps you, write the steps from the perspective of what the teacher will do and then go back and write what the student will do (see example below in step 6). By writing it from the student’s perspective, you are ensuring that the lesson is directed at what the students need and how they will be involved ACTIVELY!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher will . . . The student will . . .</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some students find that splitting the columns like this initially helps them think through the steps more easily.

7. The student will...

8. TSW...

9. TSW...

Add as many steps as you need

**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.

What questions will you ask or quick task (e.g., exit ticket) will you have children complete to “wrap up” the lesson---this is a QUICK (no longer than 1-2 mins.) review of the main concepts/objectives/information of the lesson. **The teacher does not TELL the children what was learned; the teacher finds out from the children. No new information is shared at this step. Not every child will necessarily respond during Closure.**

**Provision for exceptionality:** 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. **BECAUSE AT THIS POINT YOU DON’T NECESSARILY HAVE KNOWLEDGE OF WHAT EACH OF THESE NEEDS MIGHT REQUIRE AS FAR AS ACCOMMODATIONS, I’M GIVING YOU A FEW CHARACTERISTICS OF EACH THAT SHOULD GIVE YOU**
SOME INPUT ON THIS. THEY FOLLOW AT THE END OF THE SECTION. IF YOU KNOW OF OTHERS, PLEASE FEEL FREE TO USE THEM, BUT BE CERTAIN THEY ARE ACCURATE. PLEASE NOTE: EACH OF THESE AREAS REPRESENTS A BROAD SPECTRUM, SO NOT EVERY PERSON WILL EXHIBIT ALL OR THE SAME CHARACTERISTICS WITHIN AN AREA. THIS IS MEANT AS AN INTRODUCTORY GUIDE ONLY. YOU WANT TO ASK YOURSELF FOR EACH AREA: AM I HAVING STUDENTS DO ANYTHING IN THIS LESSON THAT MIGHT NEED TO BE ADJUSTED BECAUSE OF CHARACTERISTICS OF CHILDREN’S LEARNING ABILITY, NEEDS, ETC. THE ACCOMMODATIONS YOU WOULD MAKE AND WHY YOU ARE MAKING THEM, I.E., WHAT SPECIFICALLY ARE THEY ADDRESSING, ARE WHAT YOU WRITE IN THE BOXES. EVERY LESSON DOESN’T NECESSARILY REQUIRE ACCOMMODATIONS FOR EACH AREA.

Learning Disabilities

Autism

Physical Needs

Academic Talent

Behavior Needs

Some POSSIBLE characteristics of learners with:

**LD:**

- Poor eye-hand coordination
- Awkward grasp of writing utensils, thus exhibiting poor handwriting
- Poor fine motor control
- Difficulty adhering to topic
- Difficulty rhyming
- Limited interest in books or stories
- Difficulty understanding instructions or directions
- Confuses similar-looking letters and numbers
- Regularly loses place while reading
- Reverses letter order in words or number order in two-digit or higher numbers
- Dislikes and avoids reading or reads reluctantly
- Disorganized expression of ideas
- Difficulty learning and memorizing basic math facts
- Poorly aligns numbers resulting in computation errors
- Does not pick up on other people’s moods/feelings
• Trouble getting to the point, using too many details
• Difficulty with self-control when frustrated
• Trouble setting realistic social goals
• Difficulty sustaining attention in work tasks or play activities
• Difficulty following through on tasks
• Difficulty organizing
• Loses things consistently necessary for activities
• Easily distracted by outside influences
• Performs inconsistently on tasks from one day to the next

Autism:
• Resistance to changes
• Difficulty in expressing needs, sometimes using non-verbal rather than words
• Repeating words or phrases rather than responding in a more expected manner
• Preference for being alone
• Difficulty interacting with others
• Little or no eye contact
• Greater than usual attachment to objects
• Lack of responsiveness to verbal cues though hearing is within normal range

Physical:
• Poor fine or gross motor abilities
• Poor eye-hand coordination
• Limited or no use of particular parts of body (e.g., hands, legs, full torso, hearing, speech)
• Special health needs (e.g., asthma, diabetes)

Academic Talent:
• Stronger curiosity than one might expect at this age
• High level of language development and verbal ability
• Advanced reasoning skills beyond age-level expectations
• Keen observation skills
• Superior memory for age
• Advanced comprehension of information beyond age-level expectations
• Greater than average attention span
• Original and unique idea formation
• Early sense of humor
• Risk taker and able to deal with ambiguity

Behavior Needs:
• Inability to remain in seat for reasonable length of time
• Speaks without permission, disrupting situation
• Disturbs others with behavior
• Ignores teacher
• Excessively argumentative
Fabricates truth beyond expectation of age-level
Defaces/destroys property
Does not comply with directions
Has temper tantrums
Often excluded by peers
Does not complete activities

Assessment:
What was your objective (address for each differentiation)? (This is what you are assessing.)

Literally, copy and paste your objective/s from the first page of your lesson plan.
You are putting the objective/s here to remind you of what needs to be assessed.

How will you determine the extent to which each student met the objective? (PLEASE try to use options beyond worksheets whenever possible.)
1. Include a blank copy of the assessment tool. As you take more coursework about and get exposure to methods of assessment, this section will become more manageable. However, for now, you might consider observation with some method of recording what you are observing (e.g., checklist); worksheet (not very often with younger children PLEASE); quick quiz (again not often with younger ones PLEASE); rubric that assesses a product or presentation; etc. This is required for summer lesson plans though you won’t be carrying out the assessment with your peers for microteaching and of course not for the other plans you write for this course because you aren’t actually teaching the lessons.

2. Include completed work samples of one student who is not yet meeting grade-level expectations, one who is meeting grade-level expectations, one who is working beyond grade-level expectations. Not required for summer.

3. Include a roster of class results. Not required as you won’t actually administer the assessment.

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 (e.g., could anything happen to prevent you from executing the plan as outlined), and suggest what you might do in that eventuality. Remember: what you are writing here is NOT something for which you should have planned or could have controlled!

Post-Lesson Reflection: Analyze your lesson in light of Pathwise© B, C, and D (please use specific examples)

NOT REQUIRED FOR SUMMER

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 . . .