

Lesson Plan Competition (Elementary)

Authentic Problem Statement:

Your school is hosting a district-wide teacher observation day, and you have been chosen to showcase a 25-minute lesson that demonstrates effective teaching strategies, aligned with state standards, in a time-constrained format. The challenge is to design a lesson that is concise yet impactful, engaging students in meaningful learning while accommodating diverse needs. The lesson plan must clearly outline how you will achieve the learning objectives, incorporate differentiated instruction, and include a method for assessing student understanding—all while showcasing innovative and practical teaching practices to your peers and administrators.

Objective: To practice creating and writing a formal lesson plan to be delivered in a school setting

Requirements:

Create a lesson plan for a 25-minute class period. The lesson can be written into a document or into a presentation format. Lesson must include the following elements:

- Title of the lesson, grade level, and subject taught
- Learning objectives for the lesson <https://www.isbe.net/pages/learning-standards.aspx>
- Pre-requisite skills students need to have to complete the lesson
- Detailed breakdown of instructional activities with times listed
- Classroom materials that will be used to facilitate the lesson
- Considerations for differentiating instruction to meet needs of all students
- Assessment plan and assessment materials

Congratulations! You have your own class! Work in teams of no larger than four to create a lesson for a subject and age group of your choice. You will present your final product to a group of Education experts for judging.

Assignment Details:

- o Create teams of no larger than 4 students
- o Choose a subject, an age group, and a lesson objective. Create a lesson from beginning to end.
- o Choose an objective from the Common Core Standards. Do a search for Common Core + Illinois field of study. For example, the English Common Core standards can be found on this link: <http://www.corestandards.org/ELA-Literacy/>
- o Review carefully the description of the students in your class. Be sure that your lesson reflects appropriate accommodations you need to make.
- o Review the rubric (below) that the judges will use to rate your plan and presentation.

General Lesson Outline: Create a lesson for a 55-minute class period. You must include the following components in your lesson:

- o bell-ringer activity
- o warm-up activity
- o lesson presentation
- o lesson
- o activity 1
- o activity 2
- o conclusion / closing activity / exit slip

Class composition: You have 23 students in your class. Two students are classified as Special Education students. One has ADHD and requires extra time to complete activities and assessments, and the other has a 504 accommodations (limited in movement)

Lesson Plan Outline: See below.

Rubric: Please review well before you begin planning your lesson.

Submission and Presentation : You may use the template below or create a Slides (or other similar program) to present your team's plan. Each member of your group must present a portion of your plan. Be sure to allow time to practice your presentation.

LESSON TITLE:		
Subject:	Level:	Lesson # _____ of _____
Learning Standard:	Objectives:	Classroom layout:
Lesson Description:		Objectives:
Warm-up Activity / Activities:		Resources: Time:

Activity 1	Accommodations / Groupings:	Resources:	Time:
Activity 2:	Accommodations / Groupings:	Resources:	Time:
Activity 3 (if time allows):	Accommodations / Groupings:	Resources	Time:
Closing Activities:			Time:
Formal / Summative Assessments: *attach files, if needed			

Strategies / Activities	Assessment for Learning	Assessment as Learning
- o Graphic Organizer - o Think/Pair/Share - o Modeling - o Collaboration - o Discussion Questions	- o Observations - o Conversations - o Anecdotal notes - o Work sample - o Conference - o Checklist	- o Self-assessment - o Peer-assessment - o Presentation - o Graphic organizer - o Collaboration - o Homework

Group Member Names: _____

School: _____

Rubric: Elmentary School Competition

	Developing	Proficient	Advanced
Written Lesson Plan Standards and Objectives	-Lesson plan not based on Illinois State Standards and / or objectives are not clear or related to the lesson.	-Lesson plan based on appropriate Illinois Learning Standards. -Written objectives somewhat relate to the learning standard(s).	-Lesson plan based on appropriate Illinois Learning Standards. -Written objectives relate to and are appropriate for the lesson.
Lesson Plan	-Lesson plan partially completed or incomplete. -Lesson requires more thought and preparation.	-Lesson plan complete but requires some adjustments. -Activities mostly tied to day's objective(s). -Activity transitions flow from one learning activity to the next with clear and appropriate instructions.	-Lesson plan complete. -Each activity is directly tied to the day's objective(s). -Activities flow from one learning activity to the next with clear and appropriate instructions. -Pre-lesson, during-lesson, and end of lesson activities are clear and appropriate for all students. -Written plans are specific, detailed, and effective. -A variety of effective activities are provided.

Assessments	-Assessment information and evidence of expected student learning not present, not complete, and/or vague. -Assessment not specifically related to the standards and objectives.	-Assessment information of expected student learning clear, and complete; -Assessments specifically related to the written standards and objectives.	-Assessment information and evidence of expected student learning present, clear, and complete. -Assessments specifically related to the written standards and objectives.
Accommodations	-Accommodation evidence not present, incomplete, and / or vague.	-Appropriate and relevant accommodations made for most students.	-Appropriate and relevant accommodations made for most students.
Groupings / Classroom Layout	-Little or no thought has been given to student grouping and / or accommodations -Classroom layout incomplete or not well-considered.	-Future teachers have a solid plan for groupings and accommodations. -Classroom layout is functional and considers student needs.	-Future teachers have a thorough and well-thought out plan that considers all students' needs. -The accommodations are inconspicuous to other students are effective. -Classroom layout is well-considered and suits all learners and their needs. -Classroom layout allows for independent learning, collaborative learning, and repositioning.
Presentation of Lesson	-Presentation of lesson unclear, incomplete, not present. -Presentation not well-rehearsed. -Sections of lesson plan not explained, incomplete, or confused.	-Presentation of lesson clear and complete. Presentation is well-rehearsed. -Each section of the lesson plan explained with some detail. - Judges require further questioning.	-Lesson presentation is clear, complete, and well-rehearsed. -Each section the lesson plan was explained with great detail leaving judges with very few questions.

	-Deep questioning by judges makes clear lesson needs further work. -Slides incomplete or not prepared.	-Presenters speak clearly and articulately. -Slides are engaging, colorful, and contain only the most relevant information. -Students do not read directly from slides.	-Presenters speak clearly, articulately, and with confidence and expression. -Slides are engaging, colorful, and contain an outline of the presentation with some details that are not necessarily verbalized. -Students refer to the slides only to highlight points they are trying to make. -Slides are an aid to the presentation, and not the center of the presentation.
Questions and Reflections	-Presenters do not answer questions fully, can't answer, or offer an incorrect answer. -Presenters reflections are confused or incomplete.	-Presenters field all answers well. -Presenters offer valuable reflection information.	-Presenters answer all questions with great detail. -Presenters demonstrate ability to reflect on their work and make on-the-spot adjustments.
Materials	-Submitted materials incomplete or non-existent.	-Students present judges with all materials at the beginning of the presentation. -Students offer clear explanation of each document. -Students are clearly prepared.	-Students present all material to judges before presenting. -Students are well-prepared to discuss the documents. -The documents offered provide clear and strong evidence that the lesson strives to meet the objectives.