

# Elementary Lesson Plan Template

## Standards/Performance Indicators/Skills

Identify the state and national standards, performance indicators, and skills addressed by the lesson.

Kentucky Academic Standards (and practices): C.4.1

Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.

c. Provide reasons that are supported by facts and details.

d. Use grade-appropriate transitions.

e. Provide a concluding section.

f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewrite.

## Learning Objectives/Goals

Describe the lesson's objectives and the learning outcomes that are appropriate for meeting curricular/classroom needs.

Objective: By the end of the lesson 95% students will accurately form their own opinions by back them up with in text evidence in writing an opinion letter on what happened in the passage.

Success Criteria:

I am learning to form my own personal opinion on what happened in the Hamster Mystery Passage.

I will know I am successful when I can use complete sentences, in text evidence and correct paragraph structure to show my thoughts.

## Assessment (the type[s] of assessment used throughout the lesson)

Identify the assessment that occurred before, during, and after the lesson.

Pre-assessment:

TTW talks about formulating personal opinions.

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<p><b>Lesson Structure and Procedures</b> Describe the sequence of events of the lesson elements, including the before, during, and after of the lesson (i.e., the engagement/opening, the procedures used, the activities for guided practice, and the conclusion).</p> <ol style="list-style-type: none"><li>1. Engage/Launch:<ul style="list-style-type: none"><li>• TTW talks about formulating personal opinions.</li><li>• TTW shows pictures out of context and has students talk in pairs about what they think is happening in the picture and then TTW shows what actually happened to help them form their own opinions.</li><li>• Really close up pictures and then zoom out</li></ul></li><li>2. Explore and Explain:<ul style="list-style-type: none"><li>• TTW read the passage about the missing hamster out loud twice</li><li>• The first time TSW just listen and the second time they will highlight details and key word that are important.</li><li>• TSW write a one paragraph personal opinion statement about what they think happened in the story.</li><li>• TSW work individually</li><li>• TTW walk around the classroom offering help to the students and encouraging the student to think outside of the box</li></ul></li><li>3. Evaluate/Elaborate/Summarize:<ul style="list-style-type: none"><li>• TTW collect the papers and asks for volunteers to have the teacher read to the class.</li><li>• TSW vote on which one they think is the most accurate</li><li>• TTW reveal what actually happened and TSW see if anyone guessed correctly.</li></ul></li></ol>
<p><b>Instructional Strategies</b> Describe the teacher's approach to achieving the learning objectives and meeting the students' needs.</p> <ol style="list-style-type: none"><li>1. What different instructional strategies did you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.<ul style="list-style-type: none"><li>• Working in partners- this will be used for collaboration after reading the passage</li><li>• and this will give students the opportunity to bounce ideas off of each other.</li><li>• Class discussion- this will bring the class back together after working independently or in partners.</li></ul></li><li>2. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?<ul style="list-style-type: none"><li>• Class discussion will bring the students back to a common ground and help refocus them</li><li>• These strategies will help the students have multiple different ways of learning,</li><li>• large group, small group and individually giving them many opportunities to</li></ul></li></ol>

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## Complete the Mystery

Read the paragraph below to decide who was responsible for what happened to Nibbles.

Janie came in from recess with the rest of her class to find her teacher, Mr. Holmes looking down at his desk and frowning. Janie took her seat along with the rest of the class, watching as Mr. Holmes walked to the front of the room. Slowly, the noise of the students settled down. Mr. Holmes looked out to the students and began to speak.

"What do you notice about my desk?" he asked. "Can anyone tell me what is different?" Janie looked at Mr. Holmes desk and suddenly she realized why he was upset. Nibbles, the class hamster, was missing from her normal spot, along with her cage and food that normally sat there. That's when Janie remembered the evidence. She remembered seeing Doug standing behind the door waiting for everyone else to file out for recess. She also remembered Felix got in trouble for messing with Nibbles and wasn't allowed to play with her anymore. Janie also thought about how Kendall went inside to go to the bathroom during recess and didn't come back out until they only had two minutes left. And finally she remembered Cate talking about how she really wanted a pet at home but her parents wouldn't let her get one. What could have happened to Nibbles she thought?



- grow in ways that benefit them

3. What informed your decisions to use individual, small-group, and/or whole group instruction to facilitate student learning?

- I think that the independent reading and then the group discussion to complete
- the graphic organizer will give the students the opportunity to comprehend the
- passage on their own and then also check with a partner that they understand the
- content correctly and share ideas regarding the information.
- Small group will also be used for SPED students in the classroom. They will work
- with the normal classroom teacher to read and work through the passage as a
- group.

### Learning Activities

Describe the opportunities provided for the students to develop the skills of the objective.

1. What learning activities did you plan to implement in this lesson? Provide a rationale for your choice of each activity.
  - TSW write a personal statement on what they think happened in the passage.
2. How would these learning activities address students' strengths and needs?

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- This lesson addressed reading and writing skills as well as their own personal opinions

3. How did your class demographics inform the design of the learning activities you choose?

- My students work well with partners and the class community is good as a whole so being able to work with partners is a good attrition to the lesson

### Resources and Materials

*List the materials used to plan and deliver the lesson.*

Please include any links to websites, images of worksheets, and/or references. Do not have the completed version of these at this time.

- A worksheet will be used that has a passage printed out on it.
- The students will need a pencil and lined paper which they are provided to by their teacher.
- TSW use their chromebooks after they are done to complete their IXL minutes if they get done early.
- I will also be using a powerpoint to guide and prompt the class.
- [https://www.canva.com/design/DAF0LapQM4k/Y1I3TaTShRvbmFsvuGZr4w/edit?utm\\_content=DAF0LapQM4k&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAF0LapQM4k/Y1I3TaTShRvbmFsvuGZr4w/edit?utm_content=DAF0LapQM4k&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
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<b>Technology</b> Describe the instructional and/or assistive technology that was incorporated into the lesson to enhance instruction and student learning.															
<ul style="list-style-type: none"><li>• I will be using a PowerPoint but other than that the students will use paper.</li><li>• The students may also use their chromebooks if they get their work done to work on writing their own mystery.</li></ul>															
<b>Differentiation/Accommodations/Modifications/Increases in Rigor</b> Describe the modifications made to meet the needs of all learners and to accommodate differences in students' learning, culture, language, etc.															
<b>Universal Design for Learning</b> <table border="1"><thead><tr><th>Representation (access to content)</th><th>Engagement (interaction with content)</th><th>Expression (products created from content)</th><th>Cultural considerations</th></tr><tr><th><b>Content</b></th><th><b>Process</b></th><th><b>Product</b></th><th></th></tr></thead><tbody><tr><td>Artifacts/Concrete Models <b>Pictures</b> Graphic organizers <b>Video clips</b> Audio recordings Other _____</td><td>Group work <b>Partner work</b> Manipulatives Movement <b>Debates</b> Role plays Simulations Open-ended task Other _____</td><td><b>Written response</b> Illustrated response <b>Oral response</b> Model creation or construction Other _____</td><td>Nature of content and ethnicity/culture of students (e.g. inclusion of diverse perspectives) <b>Use of native languages</b> Community and familial connections Other _____</td></tr></tbody></table>				Representation (access to content)	Engagement (interaction with content)	Expression (products created from content)	Cultural considerations	<b>Content</b>	<b>Process</b>	<b>Product</b>		Artifacts/Concrete Models <b>Pictures</b> Graphic organizers <b>Video clips</b> Audio recordings Other _____	Group work <b>Partner work</b> Manipulatives Movement <b>Debates</b> Role plays Simulations Open-ended task Other _____	<b>Written response</b> Illustrated response <b>Oral response</b> Model creation or construction Other _____	Nature of content and ethnicity/culture of students (e.g. inclusion of diverse perspectives) <b>Use of native languages</b> Community and familial connections Other _____
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<b>IEPs: 5</b>															
<b>504 Plans: 0</b>															
<b>Multilinguals: 5</b>															
<b>Classroom Management</b> Identify the strategies used that are consistent with the learning objectives of the lesson and that also met student behavior needs to help keep the students on task and actively engaged.															
<ul style="list-style-type: none"><li>• Holding each other accountable for learning- this comes into play during the round robin grouping, all students will be required to share their ideas with their table</li><li>• Reference the classroom rules- remind students of expectations throughout the lesson</li></ul>															

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- Using group work and whole class sharing to encourage participation and a sense of community.
- TTW walk around the classroom to keep students on task.

### Extensions

*Describe the activities for early finishers that extended the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.*

- Students that do not finish will be able to turn their letter in with what they have because it is a lesson that stands by itself and does not carry on throughout multiple days. This lesson is graded on participation and effort rather than how complete it is.

### Follow-Up Activity to the Lesson

*Describe a quick activity for review or for building on the lesson that will deepen student understanding and interconnect concepts. (The activity may be incorporated in class the next day or throughout the unit.)*

- The students do writing class at the end of the day so they will likely not have much leftover time, but if they get done with their letter early they can work on their computer to begin to write their own short mystery with multiple characters like the one we read.

### Additional Information

*Identify any area or lesson component that was not covered by this lesson plan format but that you feel is vital to include in a description of the lesson.*

## Reflection

### Assessment

**Based on the assessment data, how successful was the lesson at meeting the objective?**

My lesson was successful, 100% of the students were able to accurately express their opinion on who they thought was responsible for the mystery.

### What patterns did you identify from these data?

I found that a lot of my students selected the same person as to who they thought was responsible for stealing the class hamster. I am not sure if they talked with their neighbor as to who they thought did it, or if they all just genuinely thought the same thing. I also gave them a prompt and some of them that normally don't struggle as much with reading

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and writing went directly off of the prompt so next time I would probably only provide that prompt to struggling students and not all students.

### **What will you do for those students who did not achieve the success criteria?**

All of my students were successful based on the objective so this is not applicable.

### **For those students who exceeded the criteria?**

Like I mentioned, I would not give the prompt to all of the students , but just the ones that need extra help. I would also have the students write four sentences instead of three, but because of time reasons, I think three worked better, but four would have been more challenging.

### **Classroom Management**

#### **To what extent did classroom procedures, students' identities/demographics, student conduct, and/or physical space help or hinder student learning?**

Walking around the classroom to help and giving students white boards for questions they have, as well as writing words that they have questions about spelling was great for time management. My class is rowdy in general, so I had to keep reminding them to stay on task and remind them of their classroom rules.

### **Follow-Up Activity to the Lesson**

#### **Describe two successful aspects of the lesson.**

All of my students were able to express their own personal opinions in a clear and concise way which my CT and I were very proud of because they have been working on forming opinions. The students also really loved the lesson which made me feel good. I think that having the mystery aspect of the lesson was really fun for them and interested them.

#### **Describe two ways you could change the lesson plan to improve student learning/experiences.**

I think I could have had more whole group explanations and more content that related to our topic. I had them form opinions on what they thought a zoomed in picture was and they were very easy and didn't take long to figure out what they were. I would rather have them look at a picture of a fake crime scene (obviously age appropriate) and form opinions on what is happening in those photos with partners. I also would have made the passage longer because it was somewhat short and I thought it was a bit uneventful. I also had to make up an ending on the fly while they were writing their letters because I realized that I did not have a resolution to the mystery! AHH

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## Rubric

Criteria	Not Proficient	Developing Proficiency	Proficient	Score
<b>Standards/ Performance Indicators/Skills</b>	Kentucky Academic Standards are not fully identified, stated, and/or referenced, are not developmentally appropriate for the grade level of the lesson, and/or don't reflect the goal and intended outcomes of the lesson.  <b>0</b>	Kentucky Academic Standards are not fully identified, stated, and/or referenced, are not developmentally appropriate for the grade level of the lesson, and/or don't reflect the goal and intended outcomes of the lesson.  <b>0.5</b>	Kentucky Academic Standards (and Practices) are all clearly identified, stated, and referenced, are developmentally appropriate for the grade level of the lesson, and reflect the goal and intended outcomes of the lesson.  <b>1</b>	
<b>Learning objectives/goals</b>	The purpose of the lesson (instructional goal) and/or the learning outcomes for the students are unclear and developmentally inappropriate.  <b>0</b>	The purpose of the lesson (instructional goal) and/or the learning outcomes or criteria are either unclear or developmentally inappropriate.  <b>0.5</b>	The purpose of the lesson (instructional goal) and/or the learning outcomes and criteria are both clear and developmentally appropriate.  <b>1</b>	
<b>Assessment</b>	No plan for assessment is described or if one is provided it does not respond to the stated goals and intended outcomes of the lesson.  <b>0-0.5</b>	A plan for assessment is described but is lacking in detail or appropriateness. The assessment addresses some of the goals and intended outcomes.  <b>0.5-1</b>	The plan for assessment is clearly and fully described and addresses the lesson's goals and intended outcomes. A well-developed rubric to guide assessment may also be included.  <b>1-2</b>	
<b>Lesson Structure and Procedures</b>	The procedures include teaching strategies that are not likely to be effective in the context described; the procedures are not easy to follow, sufficiently detailed and/or appropriately sequenced; and the	The procedures include teaching strategies that are not likely to be effective in the context described; or the procedures are not easy to follow, sufficiently detailed and/or appropriately sequenced; or the time frame is	The procedures include effective teaching strategies and are easy to follow, sufficiently detailed and appropriately sequenced. The time frame is realistic and the activities will generate children's	

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	<p>activities are not likely to generate children's interest and engagement.</p> <p><b>0-1</b></p>	<p>unrealistic; or the activities are not likely to generate children's interest and engagement.</p> <p><b>1-2</b></p>	<p>interest and engagement.</p> <p><b>2-3</b></p>	
<b>Instructional Strategies</b>	<p>Instructional strategies are not clearly described for students to enhance their learning; are not connected to the learning goals; individual, small-group, and/or whole group instruction decisions are not decided based on the needs.</p> <p><b>0</b></p>	<p>Instructional strategies are not engaging enough for students to enhance their learning; the strategies need a better rationale for how they are connected to the learning goals; individual, small-group, and/or whole group instruction decisions are decided based on the needs.</p> <p><b>0.5</b></p>	<p>Instructional strategies are engaging enough for students to enhance their learning; are connected to the learning goals; individual, small-group, and/or whole group instruction decisions are decided based on the needs.</p> <p><b>1</b></p>	
<b>Learning Activities</b>	<p>Learning activities are not mentioned or are unclear and would not be likely to activate children's prior knowledge or experience and address students' strengths and needs.</p> <p><b>0</b></p>	<p>Learning activities are not clearly described or would not be likely to activate children's prior knowledge or experience and address students' strengths and needs.</p> <p><b>0.5</b></p>	<p>Learning activities are clearly described and will activate children's prior knowledge or experience, and address students' strengths and needs.</p> <p><b>1</b></p>	
<b>Resources and Materials</b>	<p>The list of materials does not include all of the items needed by both students and teacher to successfully engage in the lesson; published materials are not referenced; and no samples of handouts are included.</p> <p><b>0</b></p>	<p>The list of materials does not include all of the items needed by both students and teacher to successfully engage in the lesson; or published materials are not fully referenced; or samples of handouts are not included.</p> <p><b>0.25</b></p>	<p>All of the materials required for both students and teacher to successfully engage in the lesson as described in the procedures are clearly listed; published materials are referenced; and samples of handouts are included.</p> <p><b>0.5</b></p>	
<b>Technology</b>	<p>The instructional and/or assistive technology is not incorporated or left</p>	<p>The instructional and/or assistive technology is not clearly described to</p>	<p>The instructional and/or assistive technology that is incorporated into the</p>	

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	blank.  <b>0</b>	incorporate into the lesson to enhance instruction and student learning, or unclear rationale for not including.  <b>0.25</b>	lesson to enhance instruction and student learning, or clear rationale for not including.  <b>0.5</b>	
<b>Differentiation/ Accommodations /Modifications/ Increases in Rigor</b>	An appropriate accommodation is described for only one or none of the three kinds of students specified and/or the accommodations described are not appropriate. Only 1-2 UDL strategies are highlighted.  <b>0-0.5</b>	An appropriate accommodation is described for only two of the three kinds of students specified or at least one of the accommodations described is not appropriate. 3-4 UDL strategies are highlighted.  <b>0.5-1</b>	At least one appropriate accommodation is described for each of the following students: IEP, Behavioral, and Multilingual. 5-6 UDL strategies are highlighted.  <b>1-2</b>	
<b>Classroom management</b>	The strategies used that are not consistent with the learning objectives of the lesson and that also do not meet student behavior needs to help keep the students on task and actively engaged.  <b>0</b>	The strategies used that are not consistent with all the learning objectives of the lesson and that do not meet all student behavior needs to help keep the students on task and actively engaged.  <b>0.5</b>	The strategies used that are consistent with the learning objectives of the lesson and that also meet student behavior needs to help keep the students on task and actively engaged.  <b>1</b>	
<b>Extensions</b>	There are no activities for early finishers to extend the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.  <b>0</b>	The activities for early finishers are not described clearly and/or it is not clear that they extend the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.  <b>0.5</b>	The activities for early finishers are described clearly and they extend the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.  <b>1</b>	
<b>Follow-Up</b>	Either no suggestions are made for follow-up	Only one appropriate suggestion is made for	At least two suggestions are made for activities	

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<b>Activity to the Lesson</b>	activities or the one that is made is inappropriate and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s).  <b>0</b>	follow-up activities or the activities suggested are not logical and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s).  <b>0.5</b>	that would be logical follow-ups to the lesson and offer either enrichment or remediation regarding the lesson's goal(s).  <b>1</b>	
<b>Reflection</b>	Reflections about the lesson assessment, classroom management, and follow-up actions are brief, unclear, do not include data/evidence, or incomplete.  <b>0-1</b>	Reflections about the lesson assessment, classroom management, and follow-up actions are complete and include data/evidence or examples, but not detailed or fully thoughtful.  <b>2-3</b>	Reflections about the lesson assessment, classroom management, and follow-up actions are complete and include data/evidence or examples, detailed and thoughtful.  <b>4-5</b>	

### Comments: