

ECSP Daily Lesson Plan Format

I. HEADING: List author/teacher name, date, subject, grade, and time allotted. This information should be left-justified at the top of the first page.

II. RATIONALE AND BACKGROUND: This portion typically features two brief paragraphs initiated as follows:

1. What is the purpose or essential question of this lesson? Which standards (PA or Common core) does this lesson address?
2. What are the students familiar with or able to do in relation to this topic? Address context of the classroom including the social and physical environment, relevance to students' lives and interests, students' background knowledge, and student diversity.

<p>Facts about the learners Use people first language instead of labels when listing facts about the learners. Note, you will typically have 3-5 students with special needs in your classroom. Your plan should address each student's needs.</p> <p>E.g.: BR is working on developing his fine motor skills.</p>	<p>Specific, required adaptations This adaptations that you list here, for each student, should relate very explicitly to the content that you are covering.</p> <p>E.g.: For the individual written activity BR will use a digital device to record his answer (example/non-example).</p> <p>BR will work with a partner to complete short written tasks (use of thesaurus, post-it response)</p>
---	---

NOTE: Use students' initials when listing facts or adaptations.

III. LESSON OBJECTIVE(S):

An objective is a clear, concise statement of intent designed to guide and anchor a lesson plan. A strong objective contains an **audience, behavior, condition, and degree**. Additionally, objectives should address all three domains of learning: **cognitive, affective, and psychomotor**. Each objective, when appropriate, should include adaptations for students with special needs. Adaptations should include students' initials, the condition, observable behaviors and degree of mastery that is expected.

Example Objectives:

1. Given a box containing 5 slips with action words written on them, students will, within their small groups, mime the actions in 5 minutes. (Psychomotor Objective)
2. Given 5 examples and 5 non-examples of verbs on the SMARTboard; students will list the examples on their individual dry erase board and then share their answers verbally. BR will use a digital device to record his answers. (Cognitive Objective)

3. Given a thesaurus, the student will substitute the underlined verbs in four sentences with suitable synonyms with 90% accuracy. BR will work with a partner to complete this assignment. (Cognitive Objective)
4. Given a list of 5 verbs, an X and Y axis on the board, and post-it notes, student will help create a bar graph on the board by adding a post-it with their favorite activity to the graph. They will orally explain why they enjoy the activity. BR's will work with a partner to complete the first part of the task. (Affective Objective)

IV.LIST OF MATERIALS/RESOURCES:

1. Indicate where this lesson came from (mentor, book, website, self). Describe how you made it your own.
2. Provide a complete list of resources (books, articles, websites, etc.) including materials that supplement available textbooks, teachers' manuals, and/or resources to extend knowledge of the lesson/unit topic. (Use APA format.)
3. List materials needed to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.
4. When students need adaptations, be sure to designate any elements of "specially-designed instruction (SDI)" to meet the adaptation requirements.
5. Attach all resources such as handouts and teacher-created materials.

V.PROCEDURES:

This section should be logical, sequential and numbered. Please include the estimated time frame for each of the three sections below. Additionally, include example questions for each section to demonstrate that you are (a) engaging students in each of six levels of Bloom's taxonomy (b) that you are relating content to students' cultural background and promoting cross-cultural awareness. Include example questions; indent these for ease of use. Clearly describe how the accommodations/adaptations listed in the table are carried out throughout the lesson. This includes instructional arrangements, fluid grouping arrangements and co-teaching approaches when appropriate.

A) *Initiation/Motivation* – Getting the students "warmed up" for the lesson; this brief activity should catch their attention and motivate them. The introduction will include a motivational strategy that (1) activates prior knowledge and (2) relates closely to the lesson purpose.

B) *Lesson Body* – The lesson body will include the following:

1. Describe the experiences and instructional strategies used to develop the lesson. This should include a description of the child's role and opportunities for children to make decisions, problem solve, and develop independence. Each experience should relate to the lesson's objectives and knowledge about the learners.
2. Adapt this section according to varying instructional approaches (i.e., explicit instruction, inquiry approach, cooperative learning activities, etc.) required to fully differentiate the content (what you teach), process (how you teach), product (student outcomes), as well as meeting student learning styles and interests. In some inclusive and support classroom settings small group instruction or highly individualized instruction may be required.

NOTE: The lesson should be sufficiently detailed so that another educator could teach the lesson without further instructions.

C) *Lesson Closure* – The closure will include one or more of the following:

1. Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.
2. Review of main concepts through a summary statement, student participation, restatement of purpose of the lesson or questioning.
3. Address student needs for remediation or enrichment.

NOTE: The Lesson Closure is not a homework assignment. If homework is assigned, note it in a separate section following the closure section.

VI. EVALUATION:

A) *Student Assessment:*

Effective teachers monitor and evaluate their instruction. Answer the question, “How will I know if my students understood today’s lesson?” Be sure that the evaluation matches the objective.

Describe the plan for assessing student performance. Address formal and/or informal assessment addressed in the lesson plan and note, as in the lesson’s objectives, whether it is designed for large group (entire class), small group, or individual assessment. Remember, there are numerous ways to differentiate your assessment measures depending upon student need. Be sure to provide assessment adaptations for students to demonstrate their mastery of objectives; describe assessment adaptations appropriate to meet learner needs. If warranted, be sure to mention progress monitoring routines for students with specific, required adaptations. Be sure to go beyond paper and pencil activities.

NOTE: For clarity, set this up in headings of “Formal Assessment” and/or “Informal Assessment.”

B) *Self-Evaluation* (For field experiences, only):*

Reflect on the teaching of this lesson and respond to the following items:

1. Identify and list three (3) strengths of this lesson.
2. Identify and list three (3) elements or areas that need improvement.
3. Based on the closure and student evaluation portions of this lesson plan, identify any students (use initials, not names) who were not successful in meeting the stated objectives. Indicate how shortcomings will be addressed with these students to ensure success.

* Include this section in the lesson plan. Only *after this lesson is taught* can responses be made to these questions.