MINI LESSON PLAN ASSIGNMENT

Use this format as your template for completing all mini-lesson plans.

I. **Identify this document:** with your full name, date of lesson, host school, grade level and the subject for which the lesson is created.

II. **Activity Title:** indicate the topic to be taught

III. **Illinois Learning Standards:** State learning or common core standards appropriate to the lesson, subject, and grade level. Include letters and numbers of appropriate benchmarks for each standard.

IV. **Learner Objective(s)/Learning Target(s):** Explain what the students should know and be able to do upon completion of the mini-lesson. Clearly identify the knowledge and skills that they will acquire. Ensure that your students know what they will learn, why it is important to them and how it relates to their lives or their learning? Refer to Formal Lesson Plan for specifics in writing these. **Learner Objectives/Targets must be must be specific and measurable**.

They maybe stated as Learner Objectives

At the completion of this lesson students will be able to:

1. underline at the action verb is 15 sentences
2. color the parts of a cell common to all cells, when given a diagram of a cell

OR as **Learning Targets** for the students to self-assess at the end of the lesson

1. I can identify action verbs in 15 sentences by underlining them.
2. I can color the parts of a cell that are common to all cells, when given a diagram of a cell.
3. I can ……..

4.

V. **Resources**: List all resources used to create your lesson e.g., books, professional journal; specific websites, instructional materials and programs; school personnel; etc. Cite items properly using the APA format.

VI. **Materials needed for this lesson**: List materials needed for students and teacher. Be sure they are readily available for the lesson.

Materials Needed by the Teacher	Materials Needed by the students
SmartBoard	Text book called…..
timer	Colored pencils

VI. <u>Teaching the Lesson</u>/Instructional Methods: List activities you will use to deliver instruction. Include a script of what you will say and <u>do in a step by step procedure</u>. You should create **<u>windows of time</u>** for each component.

a. **Engagement/Anticipatory Set/Motivation**: How will you will "hook" or motivate the class? What will you use to capture students' attention and access their prior knowledge? State the objective either here or in the next section. Tell students how this lesson will help them either in their lives or in other curriculum. What will be said to introduce the activity? <u>Include a script of what you will say and do.</u>
b. **Content Introduction:** How will you introduce and teach the concept, process, or skill to fulfill the objective(s)/learning target(s)?
c. **Explanation:** List activities used to deliver instruction.
d. **Elaboration**: Include a script of what you will say and do in a <u>step by step procedure</u>.
e. **Assessment/Evaluation**: Check for understanding. How will you assess student learning? What objective measures and other assessment procedures will be employed to check for student understanding…throughout the lesson?

VII. Closure: What will be done to end the lesson or transition to the next?

VIII. Strategies for Learning and Management: What will be done to keep all students engaged and to maintain good classroom management? Ex. Proximity, Calling on all students, etc.

IX. Reflection: Respond to the following statements about your lesson, instructional approach, and classroom management strategies:

1) What went well?
2) What did not work the way you hoped or what limitations occurred?
3) What would you do to improve this lesson?
4) Comments from the cooperating teacher regarding your teaching performance and lesson plan implementation.
5) Describe 1 goal for your next lesson and what you will do to attain these goals.

MINI LESSON PLAN RUBRIC					
ITEM & IPTS	***0*** ***Missing***	***1*** ***Unsatisfactory***	***2*** ***Emerging***	***3*** ***Proficient***	***4*** ***Exemplary***
Timeliness and Communication 9T **Prior to teaching the lesson**	Formal Lesson Plan was not emailed to the university supervisor.	Does not email formal lesson plan in a timely manner as requested and the lesson plan has not been approved by coop teacher.	Does not email formal lesson plan in a timely manner as requested or the lesson plan has not been approved by coop teacher.	Emails university supervisor the coop teacher approved formal lesson plan for "Review" at least 1 day prior to teaching the lesson.	Emails university supervisor the coop teacher approved formal lesson plan for "Review" at least 2 days prior to teaching the lesson.
Timeliness and Communication 5I **After teaching the lesson**	No reflection, revised lesson plan, or cooperating teacher comments were submitted.	No "Reviewed", revised formal lesson plan with reflection and coop teacher comments was submitted and was submitted more than 1 day after the lesson was taught.	No "Reviewed", revised formal lesson plan with reflection and coop teacher comments was submitted OR was submitted more than 1 day after the lesson was taught.	Emails university supervisor "Reviewed", then revised formal lesson plan with reflection and coop teacher comments 1 day late.	Emails university supervisor "Reviewed", revised formal lesson plan with reflection and coop teacher comments with the week's Site Visits Communication entries.
Identification	All identification items are missing and no activity title is included.	Three or more identification items are missing or the subject/topic to be taught completely missing or unclear.	Two identification items are missing or the subject/topic to be taught is missing items for clarity.	One identification item is missing. The subject/topic to be taught is clearly stated.	All lesson identification items are included: full name, date of lesson, host school, grade level, and subject for which the lesson is created. The subject/topic to be taught is clearly stated.
Illinois Learning Standards/Common Core Standards 3H	No learning or common core standards were included in the plan.	The learning or common core standards identified do not link to the lesson being taught.	The learning or common core standards are identified, but some do not link to the lesson being taught.	The learning or common core standards are identified and appropriate to the lesson, subject, and grade level. Letters and number of appropriate benchmarks are missing.	The learning or common core standards are identified and appropriate to the lesson, subject, and grade level. Letters and numbers of appropriate benchmarks for each standard are included.

ITEM & IPTS	*0* *Missing*	*1* *Unsatisfactory*	*2* *Emerging*	*3* *Proficient*	*4* *Exemplary*
Learner Objective(s)/ Learning Target(s) 3I	No learner objectives or targets are identified.	Does not clearly identify the knowledge and skills students will acquire, even after university supervisor reviewed objectives and recommended changes.	Some objectives or targets are listed but are incomplete.	All objectives or targets are listed but some are incomplete.	Clearly identifies the knowledge and/or skills students will acquire.
Learner Objective(s)/ Learning Target(s) 3I	No learner objectives or targets are identified.	None of the objectives or targets listed are measurable.	More than one objective or target is not measurable.	One objective or target is not measurable	All learner objectives /learning targets are measurable.
Resources 4M	No resources are identified.	More than two resources missing and/or not cited correctly.	Two resources not listed and/or not cited correctly.	One resource is not listed and/or not cited correctly.	Lists all resources used to create the lesson. Where necessary, the appropriate author is properly cited within a proper bibliography
Materials 4M, 6I	No materials needed for this lesson are identified.	Four or more necessary materials needed by the students and teachers are missing and requested chart format is not divided into 2 columns.	Two or three necessary materials needed by the students and teachers are missing and/or requested chart format is not divided into 2 columns.	One necessary material needed by the students and teachers is missing or requested chart format is not divided into 2 columns.	Lists all materials needed by the students and the teacher by placing these into the requested chart format with 2 columns.
Engagement/ Anticipatory Set/Motivation 5I	No explanation or script is provided that describes how the teacher captures students' attention.	Does not describe how the teacher captures students' attention and does not use a script with timing.	Does not describe how the teacher captures students' attention or does not use a script.	Briefly describes how the teacher captures students' attention and includes a script or does not identify the timing.	Describes how the teacher captures students' attention using a detailed explanation and a detailed script, including the timing.
Explanation / Content Intro or Introduction 5I	No explanation of how the lesson will be taught is included.	Does not describe how the lesson will be taught and does not use a script with timing.	Does not describe how the lesson will be taught or does not use a script, with timing.	Briefly describes how the lesson will be taught using minimal scripted information. or does not included timing	Using a script, in a step by step format, with timing, describes how the lesson will be taught: presentation of content; explanation; and/or elaboration.

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Evaluation/Assessment 7K	No evaluation or assessment is included.	Does not describe measures, techniques, and other assessment procedures that were used to check for student understanding throughout the lesson.	Only describes measures, techniques, and other assessment procedures that were used to check for student understanding at one point in the lesson. Few, if any, details are included.	Describes measures, techniques, and other assessment procedures that were used to check for student understanding at more than one point in the lesson; some specific details are included.	Describes measures, techniques, and other assessment procedures that were used to check for student understanding throughout the lesson and includes specific details.
Closure 5F	No closure is indicated.	Does not describe how the lesson will be brought to an end or a transition made to the next activity.	Too briefly describes how the lesson will be brought to an end or a transition made to the next activity and does not included timing.	Describes how the lesson will be brought to an end or a transition made to the next activity with general details or lacks timing.	Describes how the lesson will be brought to an end or a transition made to the next activity with specific details, includes the timing.
Strategies 5I	No strategies are identified.	Only lists activities and strategies the teacher used to keep all students engaged and to maintain good classroom management.	Briefly describes activities and strategies the teacher used to keep all students engaged and to maintain good classroom management, but does not include any examples.	Describes activities and strategies the teacher used to keep all students engaged and to maintain good classroom management with specific details, but does not include any examples.	Describes activities and strategies the teacher used to keep all students engaged and to maintain good classroom management with specific details and does include examples.
Teaches the lesson 5	Lesson is not taught.	Candidate does not generally following the lesson plan or is unable to make adjustments based on student needs.	Candidate teaches from the lesson plan but is unable to make adjustments based on student needs.	Candidate teaches from the lesson plan and is able to make some but not enough adjustments based on student needs.	Candidate teaches the lesson following the lesson plan and makes appropriate adjustments needed to provide for student needs and understanding during the lesson.

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Discussion after the Lesson 9O	No discussion occurs is provided after the lesson was taught.	Does reflect with some understanding through discussion with university supervisor or cooperating teacher about the lesson.	Reflect with minimal understanding through discussion with university supervisor and cooperating teacher about the lesson.	Reflects understanding through discussion with university supervisor and/or cooperating teacher about the lesson by identifying strengths, weaknesses, or ways to improve future lessons.	Reflects with understanding through discussion with university supervisor and cooperating teacher about the lesson by identifying strengths, weaknesses, and ways to improve future lessons.
Reflection 5I	None of the components were address or no reflection was submitted.	Addresses at least one question provided regarding lesson, instructional approach, and classroom management strategies with little details and few examples (without specific names) from teaching the lesson.	Addresses at least three questions provided regarding lesson, instructional approach, and classroom management strategies with a few details or examples (without specific names) from teaching the lesson.	Addresses at least four questions provided regarding lesson, instructional approach, and classroom management strategies with details and examples (without specific names) from teaching the lesson.	Addresses all questions provided regarding lesson, instructional approach, and classroom management strategies with specific details and examples (without specific names) from teaching the lesson.
Formatting 6E	None of the formatting, identification, or timeline guidelines were followed.	Lesson plan is not fully formatted as requested and does not include all requested identification information and/or does not include times for activities.	Lesson plan is not fully formatted as requested and/or does not include all requested identification information or does not include times for activities.	Lesson plan is not fully formatted as requested and/or does not include all requested identification information or does not include times for activities.	Lesson plan is fully formatted as requested with headings for each selection clearly identified, includes times for activities and uses a script.