Elementary Education Lesson Plan Requirements

Create an original lesson that incorporates the components below. The lesson should be from the most recent year of teaching and should incorporate student inquiry, alignment to standards, scaffolding and appropriate formative assessments. Samples of student work (minimum 2 different students) as well as teacher feedback of that work aligned to the lesson plan is required. The information listed above should be included as part of your lesson plan packet.

Student work should not be work such as multiple-choice tests, short answer, matching tests. Acceptable submissions of student work include but is not limited to: essays, projects, Discussion Based Questions, visual displays, etc.

Include copies (electronic or paper copy) of any document referenced or used in your lesson plan.

*The lesson should be the **original work** of the participant. Lessons taken from other sources (published or not published) will not be accepted.*

One lesson plan should include all four content areas – unless documentation is provided of passing the FTCE subtest for that content area. Each content area has a set of required components to be included in the lesson plan.

Be sure to include your name, school site, and grade level at the top of your lesson plans.

Math Components

- Strand
- Standard
- Standard Clarifications
- Connecting Benchmarks
    - Horizontal Alignment
    - Vertical Alignment
        - Previous Benchmarks
        - Next Benchmarks
- What is the element of rigor? Conceptual understanding, procedural skill or fluency, or rigorous application of mathematics in real-world contexts
- What mathematical practices are addressed in the lesson?
    - Make sense of problems and preserve in solving them
    - Reason abstractly and quantitively
    - Construct viable argument and critique the reasoning of others
    - Model with mathematics
    - Use appropriate tools strategically
    - Attend to precision
    - Look for and make sure of structure
    - Look for and express regularity in repeated reasoning
- Vocabulary
- Purpose of the Benchmark
- Common Misconceptions or Errors
- Instructional Strategies/Tasks
    - Problem Solving/Engage – You Do
    - Guided Instruction/Explore - We Do
    - Focused Instruction/Explain – I do
    - Collaborative Learning/Elaborate – You do together
    - Independent Learning/Evaluate- You do alone
- Strategies to Support Tiered Instruction
    - ESE Strategies
    - ESOL Strategies

English/Language Arts Components

- Strand
- Standard
- Standard Clarifications
- Learning Objective/Essential Question
- BEST Text/Accompanying Text
- Lesson
    - Solutions for Anticipated Misconceptions & Gaps in Background Knowledge
    - Instructional Implications (anchor chart, presentations, language assistance, assessment alignment check)
    - Evidence of Student Learning (include questions, tasks, opportunities for collaboration, formative assessment)
        - DOK 1
        - DOK 2
        - DOK 3
        - DOK 4
- Differentiation
    - Small Group Reteach
    - Enrichment Activities
    - ESE Strategies
    - ESOL Strategies

Science Components

- Body of Knowledge
- Idea
- Big Idea
- Content Complexity Rating
- Learning Objective/Essential Question
- Vocabulary
- Instructional Resources/Materials
- Lesson
    - Engage - How will I capture students' interest and pique their curiosity? How can I tap into students' prior knowledge and create connections?
    - Explore - What hands-on/minds-on activities will students be doing? How can I set up experiences for students to share observations, hypotheses, and investigate ideas with peers? What probing questions will I use to encourage and/or focus students' exploration?
    - Explain - What vocabulary will be introduced and how will it connect to students' observations? What opportunities are there for students to engage in scientific discussions that involve claim and evidence reasoning? What resources will be used to build on students' explanations and deepen student knowledge and understanding of the topic?
    - Elaborate- How will students develop a more sophisticated understanding of the concept? How will students apply this concept to a real- world example?
    - Evaluate - How will students demonstrate that they are proficient in the standard(s)?
- Differentiation
    - Small Group Reteach
    - Enrichment Activities
    - ESE Strategies
    - ESOL Strategies

Social Studies Components

- Strand
- Standard
- Learning Objective/Essential Question
- Differentiation
    - ESE Strategies
    - ESOL Strategies
- Vocabulary
- Instructional Resources/Materials
- Lesson
- Assessment of Learning