DRURY LESSON PLAN

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| **NAME:** | **Subject:** |
| **Date:** | **Grade Level (s):** |
| **Standards** (Grade Level Expectations, Depth of Knowledge, Show Me Standards, MoSPE, Common Core State Standards) | |
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| **Objective** | |
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| **Assessment/Criteria for Success** (How will you know students have gained an understanding of the concepts?) | |
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| **Comer Developmental Pathways addressed** (check all that apply to the lesson) | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Cognitive |  | Language |  | Ethical |  | | Physical |  | Psychological |  | Social |  | | |
| **Marzano Instructional Strategies (check all that apply to the lesson)** | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Identifying similarities and differences |  | Reinforcing effort and providing recognition |  | Nonlinguistic representation |  | Setting objectives and providing feedback |  | | Questions, cues, and advance organizers |  | Summarizing and note taking |  | Cooperative learning |  | Generating and testing hypotheses |  | | Homework and practice |  |  |  |  |  |  |  | | |
| **Resources**   * What resources will you and your students use? | |
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| **Learner Diversity**   * What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? * How will you gear up/gear down the lesson? | |
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| **Engage**   * Capture the students’ attention, stimulate their thinking and help them access prior knowledge. | |
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| **Explain (Model)**   * Involve students in an analysis of their explorations. * Use reflective activities to clarify and modify their understanding. | |
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| **Explore (Guided Practice)**   * Give students time to think, plan, investigate and organize collected information. | |
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| **Elaborate (Independent Practice)**   * Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. | |
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| **Evaluate (Feedback/Closure)**   * Evaluate throughout the lesson. * Present students with a scoring guide at the beginning. * Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do. * Consistent use of scoring tools can improve learning. | |
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| **Lesson Reflection:**  **Describe:** |
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| **Analyze:** |
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| **Reflect:** |
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| **Suggestions from the Cooperating Teacher or University Supervisor** |
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