

Muse Machine Lesson Plan format 2019

Education Consultant - Carolyn B. Wheeler Ed.S.

NOTE: All of the **bolded** options should be clickable.

Inspiration: This is the play or activity presented by Muse Machine that inspired the lesson.

I. OVERVIEW OF THE LESSON - Lesson in a Nutshell

A. Summary: A brief paragraph that describes the lesson.

B. Standards: Ties to your content standards.

C. Objectives/Outcomes: Specific expectations and measureable outcomes.

D. Teaching Approach: Teaching methods/approach that will be used is identified. (i.e.: lecture, small group instruction, etc.)

E. Assessment: Identification of the assessment that will be used. (i.e.: written, oral, observation, rubric etc.)

II. LESSON PREPARATION – Before you begin

A. TEACHER NEEDS

a. Teacher Information: A list of the books, articles, and websites that will aid others as they prepare for the lesson.

b. Helpful hints: Ideas for making the lesson go smoothly. (What did you find out as you taught the lesson?)

B. STUDENT NEEDS

a. Prior Knowledge: Brainstormed expectations for prior learning and student mindset. What do students bring to the lesson before it begins? (e.g. These are the truths and biases that they have learned before the lesson begins.)

b. Student Voice: Students' input about how the lesson engagement can help sustain interest. Students can have control over certain aspects of the lesson (i.e.: how the assessment will be handled, or how groups will be formed).

c. Vocabulary: The common language of the lesson. Identified words or phrases that students need to understand before embarking on the lesson.

III. EVIDENCE/ASSESSMENT OF LESSON OUTCOMES - What will they learn?

Students must provide specific evidence of learning. This can be a regular test, a real world application, or a student presentation of their learning before an audience of people in the field of learning. It is tied to the content standards listed for the lesson.

IV. ENDURING UNDERSTANDINGS - What can they take away?

These are the ideas that students can take away from the lesson and apply in their future endeavors. Students are expected to acquire, make meaning, and transfer their learning to other situations. They synthesize what they understand, not just know, about a particular area of study. These are declarative sentences that present generalizations about the topic of the lesson.

V. LEARNING PLAN – How will it happen? (This is what is often called the lesson plan)

- A. Prompt:** A very specific activity to engage student thinking about the upcoming lesson.
- B. Hooks:** Ways to gain student interest in the lesson content and suggestions for activities to prepare for learning.
- C. Essential Question:** This is an *open-ended, thought-provoking, higher-order thinking, transferable to other situations* question. It should raise other questions and spark further inquiry.
- D. Resources:** Accessible arts resources (i.e. a piece of music, a visual prompt, or an online resource). Content area resources (i.e. handouts, rubrics, discussion worksheets, teacher scaffolds, a book, a game, a website, etc.). Anything that could aid in the building of the lesson should be included.
- E. Teacher and Student Performance Tasks:** Exact tasks that will be performed during the lesson with step-by-step instructions. (A lesson script, Modeling, Anticipatory Set, Direct Instruction, Guided Practice, Closure and Independent Practice etc.). Room arrangement, lesson length, required technology, interdisciplinary connections, and instructions for differentiated learning should be included. This is what most teachers would call the “meat of the lesson.”
- F. Final Review:** Presentations of evidence of understanding. State in detail how you will you know what they have learned.

VI. LESSON REFLECTION (Optional) How did it go?

A sharing activity after the lesson can help solidify the learning. This is often skipped due to time constraints but is thought to be one of the most important parts of the lesson. Examples might be Exit Slips, a discussion of insights from the week, or the use of a checklist for learning. Checking against Prior Learning is often interesting to assess here. Some more information about reflection on learning can be found at the Edutopia website:

<https://www.edutopia.org/discussion/scaffolding-student-reflections-sample-questions>

Teacher Name

School

Date

INSPIRATION _____

TITLE _____

SUBJECT AREA _____

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A. Summary:

B. Standards:

C. Objectives/Outcomes:

D. Teaching Approach:

E. Assessment:

II. LESSON PREPARATION

A. Teacher needs:

a. Teacher Information:

b. Helpful hints:

B. Student Needs:

a. Prior Knowledge:

b. Student Voice:

c. Vocabulary:

III. EVIDENCE/ASSESSMENT OF OUTCOMES

IV. ENDURING UNDERSTANDINGS

V. LEARNING PLAN

A. Prompt:

B. Hooks:

C. Essential Questions:

D. Resources:

E. Teacher and Student Performance Tasks:

F. Final review:

VI. LESSON REFLECTION

Notes: