Lesson Planning Rubric

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You are to come up with 10 different lesson plans that all fall under one theme known as a thematic unit. Each lesson is to be submitted electronically. Each lesson is to follow the Madeline Hunter lesson plan template and consist of: an objective of what you wanted the students to learn, an anticipatory set on how you were going to introduce the lesson and get them excited, the instruction or teaching of the lesson stating how you were going to do this so that someone else could successfully teach the lesson, checking for understanding so that you know that you got your ideas and directions across, guided practice in which the students are now doing something that shows they are learning the lesson, and we are going to skip the independent practice otherwise known as “homework”.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 10-9 | 8-7 | 6-4 | 3-1 | 0 - missing |
| Objectives | 10 objectives, 1 for each lesson clearly stated and appropriate for preachoolers | Almost all lessons have an objective, most are clearly stated, and most are appropriate for preschoolers | Some missing objectives or some objectives not clear as to what the students are to learn | Many missing objectives or objectives are not clear at all as to what the students are to learn | Missing most or not at all what was supposed to be written for this section |
| Anticipitory Set | 10 anticipitory sets, 1 for each lesson that is appropriate for the lesson and are well thought out | Almost all have an anticipitory set, most are appropriate for the lesson, and most are well thought out | Some missing an anticipitory set, some not appropriate for the lesson, some are not well thought out | Many missing Anticipitory sets or they are not clear at all as to what the teacher will be doing | Missing most or not at all what was supposed to be written for this section |
| Instruction | Each lesson has detailed directions for how the lesson is to be taught | Almost all lessons have detailed directions for how to teach the lesson | Some missing an instructions, some not clear enough for the lesson, some are not well thought out | Many missing Anticipitory sets or they are not clear at all as to what the teacher will be doing | Missing most or not at all what was supposed to be written for this section |
| Checking for Understanding | Different types are used throughout the unit, and all are appropriate for the lesson they go with | Almost all lessons have Checking for Understanding and different types used | Some missing a Checking for Understanding, too much repetition, some are not well thought out | Many missing Checking for Understanding or they are not clear or all the same type | Missing most or not at all what was supposed to be written for this section |
| Guided Practice | Each lesson has an age appropriate activity to go with the lesson. Different developmental areas are used throught the unit showing an understanding of different ways children learn | A slight tendency to stick with one type of developmental area.Most lessons are appropriate for preschoolers | Some missing an activities, some not appropriate for the lesson, some are not well thought out | Many missing Activities or they are not clear at all as to what the students will be doing or they are all alike | Missing most or not at all what was supposed to be written for this section |