

Lesson Plan Template

What type of lesson is this? Inquiry? Direct instruction? Cooperative Learning? (Be specific!)		Date: <i>date lesson will be taught</i>
Audience/Grade:	Subject:	Duration: <i>how long will the lesson last?</i>
Analysis of Learner: <i>In this section, you will address the readiness of the learner for the lesson. Are there pre-requisite skills a learner must have to be successful with the lesson?</i>		
State Standard(s): <i>In this section, reference the state standards that you associate with the lesson. Please write out the entire standard.</i>		
Objectives: <i>When writing objectives, consider the action words that you are using to describe the performance of the student.</i> <i>Objectives should be written to include:</i> <ol style="list-style-type: none"> <i>1. What the learner is expected to do</i> <i>2. What conditions are imposed when the student is asked to do it</i> <i>3. How you will recognize the student's success in doing it.</i> <p><i>You should also consider the cognitive level (Bloom's taxonomy), the affective level, and the kinesthetic level whenever appropriate.</i></p>		
Materials/Weblinks/Citations: <i>What materials are used to conduct this lesson? Are there any websites that are particularly good for reference? Be sure to include the citation for the lesson, if you borrowed material/ideas from other source.</i>		
Procedure: BE SURE TO IDENTIFY INSTRUCTIONAL PHASES Anticipatory set (beginning) ----- Estimated time <ul style="list-style-type: none"> <i>• What will you do to grab the students' attention, relate the experience of the students to the objectives of the lesson, and put students into a receptive frame of mind?</i> Body (middle) -- REMEMBER: <i>identify instructional phases with Estimated times!</i> <ul style="list-style-type: none"> <i>• Instructional input – outline the main points of your content – what will you say/do?</i> <i>• What questions will you ask?</i> <i>• How will students actively apply their knowledge? How will you address the diverse learning needs of all students?</i> Closure (end) <ul style="list-style-type: none"> <i>• Have a brief recap, summary activity, something that helps students to process the experience/information. Ending with "Are there any questions?" or assigning homework does not count as closure 😊.</i> 		
Assessment: <ul style="list-style-type: none"> <i>• How will you assess the degree to which students have achieved the stated objectives?</i> <i>• Include a variety of assessment types to ensure that students are provided with ample opportunity to demonstrate their abilities and that teachers have the information to construct a complete, balanced assessment of each student.</i> <i>• Be sure to match your assessment to your instructional goals!</i> 		

Post-teaching: Reflection on the Lesson

Reflection

- *How did you feel about the lesson?*
- *What worked well? What didn't?*
- *What would you do differently next time?*
- *What evidence do you have that the goal of the lesson was met?*
- *What would the principal say if she/he observed this lesson?*