Lesson Plan Format

Example

1. Objectives/goals/standards and benchmarks: What do I, as the teacher, want the students to accomplish/learn. In other words, the learning goals (LG)

2. Procedure: List what I plan to do, List the adaptations for the gifted and those in special education – List the visual, auditory and kinesthetic activities and/or the multiple intelligences employed; It might be helpful to script out what to say; List materials needed.

Consider Including in the procedure section:

~ Anticipatory set or a hook to grab the interest of the students and introduce the concepts to be taught, focus students' attention, to put the students into a receptive frame of mind – Not, “This is what we are going to do today.” Tell a story, do an experiment, show some pictures, engage in a debate, relate topic to real life, ...

~ Teacher modeling the concepts/procedures. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.).

~ Checking for understanding – by asking questions, looking at the students’ work, watching students' behaviors and actions – this is done throughout the lesson.

~ Guided practice – Teacher helps students to learn/practice the concept It's an opportunity for each student to demonstrate their grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed

~ Independent practice – Teacher allows students to work on the material independently (teacher can walk around room to see what is being done and answers questions). It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned. Students need to learn the material in different situations/settings/materials.

~ Closure – restating what was done and learned during the lesson, helping students bring things together in their own minds, to make sense out of what has just been taught. Ask the students to recap what was taught them, telling or showing what they have learned. The following is not closure: "Any questions? No. OK, let's move on."

Example:

<table>
<thead>
<tr>
<th>Time</th>
<th>LG</th>
<th>Activity/ what to do in order</th>
<th>What to say</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-9:15</td>
<td>1,2</td>
<td>Anticipatory Set Activity</td>
<td>Script introduction and some of the details so nothing will be missed You may use it or just having scripted will help you to remember without the script. Scripting will help you identify any areas, ideas, or materials you might be missing.</td>
<td></td>
</tr>
<tr>
<td>9:15-9:25</td>
<td>4</td>
<td>Draw....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:25-0:00</td>
<td>2,3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each activity, label it on the lesson plan with a code indicating the kinds or type of activity.
M=mathemetic, S= Spacial, (Gardner's MI), etc; B- K=knowledge level of Blooms, B-A analysis level of Blooms, etc.; V=visual, A=auditory, K=kinesthetic; Gifted or SpEd.

3. Assessment: (how do I know if my students learned what I tried to teach) – based on your objectives or learning goals, use a variety of assessment formats, and types (informal and formal; qualitative and quantitative) to determine how much they learned. You only know what the students know if you assess them.

4. Reflection: what went well – why do I think so - what didn’t & why? How will I use this reflection knowledge in my next lesson?