

Lesson Plan Format

CANDIDATE NAME: _____ DATE/TIME:

ESTIMATED LENGTH LESSON IN MINUTES: _____

Specify if there are stations etc. ^

GRADE LEVEL: _____

SETTING: [] WHOLE CLASS [] SMALL GROUP [] INDIVIDUAL

CONTENT AREA:

Math, Social Studies, Science, etc.

LESSON TOPIC, CONCEPT or SKILL

More clarity/specificity (ex. If content area is math, lesson concept or skill may say: finding area and perimeter of rectangle. Ex 2 of skill: using a ruler to measure something).

LESSON RATIONALE:

This is the *why*. *Why* is it important for students to know...Try to connect whatever you're doing to actual application. If you don't have a good rationale for why you're spending time on something – you probably shouldn't be spending time on it. 1-2 sentences.

You also should be able to easily articulate your rationale.

COMMON CORE STANDARDS:

Copy and paste common core standard here.

ELD STANDARDS:

(English Language Development) This section will be specific to the ELD students in your class. Only list main 1 or 2 standards that are being targeted.

VOCABULARY/ACADEMIC LANGUAGE NEEDED:

Key words, or content specific words that students need to be successful with the lesson. Typically words that are tied to the process. Or strategy words.

STRATEGIES TO SUPPORT ACADEMIC LANGUAGE DEVELOPMENT:

List strategies implemented to help students learn targeted academic language (scaffolding techniques)

OBJECTIVE(S):

Statements describing the outcomes for students or what they will know as a result of the lesson. Will always begin with “Students will be able to.....” Must be measurable or observable. Concrete.

(Ex. “Students will be able to complete a worksheet on finding area and perimeter with 90% accuracy.” Or “Students will be able to compose a complete sentence with a subject and predicate”).

ASSESSMENT:

Should align and tied with objectives. Assessment is looking at the outcomes/what students know.

INSTRUCTIONAL STRATEGIES: (e.g., direct instruction, guided inquiry, etc.)

List.

REQUIRED TEACHER BACKGROUND INFORMATION:

Is there anything that I need to know before implementing lesson?

TASK ANALYSIS:

Addresses what students need to know or be able to be successful with lesson. Very important because this explains prerequisite skills needed *prior* to lesson.

PROCEDURES:

List. Step by step. NUMBERED

General Outline

Introduction:

How are you setting them up? To be successful, most lessons need to have a hook or something interesting to capture student attention. Demonstration. Get out of seats. Creativity. Video clip.

Lesson Sequence:

Number it. Script step by step if necessary.

Closure:

Every lesson should have something that brings it all together. Big picture. Assessment itself is also usually in this category. (group discussion, share project w/ a buddy, turning in project etc.)

UNIVERSAL ACCESS:

Explain how lesson will be differentiated for different learner groups (ELLs, Extra Support, Extra Challenge – could be identified or unidentified). The ways that the lesson is adapted for each group of students is specified here.

* Don't just give Extra Challenge kids more work

CONTENT INTEGRATIONS/EXTENSIONS:

If the lesson can be connected to another content area, list details here. Cross-curricular connections.

MATERIALS/EQUIPMENT NEEDED:

Pens, markers, chart paper, mini boards, scissors, overhead, anything.

RESOURCES/SOURCES:

If you borrowed an idea from online (book, pinterest, etc.)

(The last two sections are for lessons taught in student teaching placements)

PERSONAL TEACHING FOCUS: (where you want your supervisor to focus the observation)

Supervisor/CT will ask, "What do you want me to focus on?" Maybe stuff that you want to be better at.

ASSESSMENT OF PERSONAL TEACHING FOCUS: