University – Level Lesson Plan Template

This template is designed to be a flexible and modifiable guide for planning a class session.
Modify the format and add/remove/change the components as needed.
The listed strategies should prompt you to actively engage your learners.
When possible, provide them more than one strategy as options to engage, learn, and express themselves.

Lesson Outcomes
What should students know and be able to do by the end of the lesson? *Use SMARTE (specific, strategic, measurable, aligned, attainable, authentic, relevant, time-bound, equitable) to guide your work.*

PRE-PLANNING REFLECTION		
Contextualize the Lesson	**Purpose of the Lesson**	**Rationale**
Where in the program and course does this lesson occur?	*Is the purpose of this lesson to review? Extend? Introduce? Reteach?*	*What relevant goals are addressed? Why is this content important to know? How is it relevant to students'?*

Misconceptions & Proficiency	Climate	
What do they already know? What are the "potholes"?	*How will you create a safe and inclusive climate? What are students bringing to class (emotions, conceptual knowledge, personal challenges, prior experiences, prerequisite skills, motivation levels, interests, fears, current proficiencies, perceptions of the discipline, of the teacher)?*	

Resources & Materials	Pre-Reflection	Post-Reflection
Technology & Digital Resources *(clickers; PowerPoint; website links)* ***Instructional Materials*** *(handouts, guests)* ***Student Supplies*** *(readings, index cards)*	*Be comfortable with the room, technology, and content. Envision the lesson in your head. Identify and prepare for potential potholes.*	*Consider the feedback you received and your observations. What worked well? What notes should you keep for the next time you teach this course? How can this lesson be revised so that it can be even more effective?*

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Class Time Sequence

Set/Hook (___mins.)

• Share a real-world problem • Post an image • Tell a story • Open Questions • Naïve Task		Capture learners' attention: motivate, stimulate interest, or generate questions.

Introduction/Purpose (___ mins.)

		Make connections among and between the hook, LOs, and purpose of content. Discuss the plan to work towards the LOs and how learners will demonstrate their knowledge.

Chunk #1: Pre-asses, Teach/Model, Activity/Assess, Feedback/Review (___ mins.)

• KWL • Four Corners • Assumption Wall • Send-a-Problem • Clickers		**Pre-assess (5 mins.)** Surface and supplement what students know. Make connections among and between content, students' prior experiential knowledge, cultural backgrounds, future careers, and previous/ subsequent class sessions, courses, and readings.
• Chunking Content • Demonstrate a process or task • Think Aloud • Improved PPT Slides		**Teach/Model (15 mins.)** Open chunk with important concepts. Learners best remember that which comes first (primacy effect). Use multiple methods to communicate content to help all learners reach higher levels of understanding.
• Retrieval Practice • Think-Pair-Share • Brain Dump • Most Important Point (MIP) • Lecture Wrapper • Weekly/Unit/ Module Wrapper		**Activity/Assess (5 mins.)** Use multiple methods of student-centered pedagogies to actively sustain learners' effort and motivation; encourage equitable participation; and check for understanding. Use approaches that help all learners express themselves fluently.
		Feedback/Review (5) Quickly review and debrief the activity. Provide feedback. Close the chunk.

Chunk #2+: Pre-asses, Teach/Model, Activity/Assess, Review (___ mins.)

		Repeat a similar workflow. Make transparent how each chunk relates. Teach the last chunk with important concepts as learners remember second best that which comes last (recency effect).

Close (___ mins.)

• Minute Paper • Muddiest Point • 3-2-1 • RAFT • Gots & Wants • Wikis • Portfolios		Reinforce/revisit LOs. Review key ideas. Discuss where you've been; the progress made today; and what is to come next (online)? Connect to a larger unit or course outcomes. Provide multiple methods for students to reflect upon and self-assess their learning as well as provide you feedback on the effectiveness of the lesson.

DO NOT TEACH ANOTHER LESSON WITHOUT USING ONE OR MORE STRATEGIES.

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