Lesson Plan Format

This is the lesson plan format that must be used for all Formal Lesson Observations and Work Sample lessons.

The lesson plan format is available electronically and the spaces can be expanded to fit all lesson plan content.

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Lesson Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Age Level:</td>
<td>L2 Language Levels:</td>
</tr>
<tr>
<td>Time:</td>
<td>Total Minutes:</td>
</tr>
</tbody>
</table>

STANDARDS & OBJECTIVES

Common Core State Standard(s) (CCSS(s)):

Literacy Standard or Focus: skill utilized through course of lesson; strategy practiced by students

Previous Assessment used to inform Lesson Objective:

Lesson Objective:

Given *(How did you set up the activity or assignment? A lecture on…, a discussion about…, a PowerPoint on…)*, the student will be able to *(activity or concept using Bloom’s vocabulary…construct, identify new vocabulary, explain the importance of…)*, as evidenced by *(What will you use to know that the students have met the objective outlined above? …a score of 3 or above on a teacher created rubric, the use of at least 8 of the 10 new vocabulary words, etc.)* This should directly relate to the Checking for Understanding in Output.

Bloom's Level:

CONSIDERATIONS *(teacher supportive actions; scaffolding for optimal learning)*

ESOL:

Language Objective(s): this component will not need to be addressed until information is provided

Key Vocabulary: consider key vocabulary developmentally appropriate to this lesson

Prerequisite Skills: outline skills necessary for the lesson

TAG:

Special Needs:

Cultural/Diversity Considerations: examine content through a multi-cultural lens

Extension Activities: what students will do when finished with lesson activity/assignment

MATERIALS *(list all materials required in order to make instruction comprehensible including, but not limited to visuals, realia, manipulatives, technology, tools, etc.)*

- Teacher
- Student
- Technology
ANTICIPATORY SET  (outline all steps for introduction of lesson)

Present Hook:
Access Prior Knowledge:
Assess Prior Knowledge:
Develop Necessary Background Knowledge & Concepts:
State Purpose & Objective in Student Friendly Language:

INSTRUCTIONAL STRATEGIES  (script out steps for completion of lesson; procedures you will follow; key questions to ask; explain how each strategy is addressed, student interactions)

Input:
- Engagement strategies: name strategy(ies) used in lesson plan script
- Modeling:
- Checking for Understanding related to modeling:
- Guided Practice:
- Checking for Understanding related to guided practice:

Addressing Learning Styles: identify how lesson addresses each style of learner

- Auditory -
- Visual -
- Kinesthetic –
- Structure of Lessons –
- Social/Emotional –

Output:
- Independent Practice:
  - Multiple Intelligence(s) Addressed through Activity: (√) all addressed
    - Linguistic
    - Logical/Mathematical
    - Intrapersonal
    - Spatial
    - Bodily/Kinesthetic
    - Naturalist
    - Musical
    - Interpersonal
    - Existentialist
  - Engagement strategies: name strategy(ies) used in lesson plan script
  - Checking for Understanding: this should be tied directly to the evidence cited in the Lesson Objective

CLOSURE  (the conclusion; restatement of objective, student metacognition of concept(s), final check for understanding; they tell you how they know what they learned; final clarification)

Ask: Prepare in advance in writing at least one question you will ask the students that will clarify what they learned as a result of this lesson.

Tell: Tell the students what they learned in the lesson.

Celebrate: Ask the students to tell you what they liked/learned about this lesson, and how they might use what they’ve learned in other content areas. Metacognition = students thinking about their own thinking.

Record: Describe how you will record your assessment data and use in preparing future lessons.

REFLECTION  Using the 5 categories of Planning, Classroom Management, Pedagogy, Assessment & Dispositions, answer the following questions:

What worked?
What didn’t work?
What will you change?
What learning will you take with you to inform your future teaching?