

## LESSON PLAN FORMAT

**Lesson Plan:** (Title or Topic/Lesson # in series)      **Date:** (Day lesson will be taught)

**Estimated Time of Lesson Plan:** (In minutes)      **Grade/Subject:**

**Organization of Student Learning:** (Whole class, small group, individual, etc.)

**Learning Objectives and Assessment:**

These should be thoughtfully written and matched to the state/common core standards for the appropriate subject and grade level. Each objective must have an assessment.

*Ask yourself:*

*What do I want the student to know/think/do after the lesson? How will I measure it?*

*What will I use for formative and/or summative assessment?*

*Have I identified an assessment that measures student progress on each objective?*

*Use TSW (The student will...) or TSWBAT (The student will be able to...) for each objective.*

Objective 1: TSW....	Standard:	Assessment: <input type="checkbox"/> Formative <input type="checkbox"/> Summative Description...
Objective 2:	Standard:	Assessment: <input type="checkbox"/> Formative <input type="checkbox"/> Summative Description...
Objective 3:	Standard:	Assessment: <input type="checkbox"/> Formative <input type="checkbox"/> Summative Description...

**“I can” statements:**

*Statements of student learning in student-friendly language (A suggested number is two to four.)*

**Leading Questions:**

This should be 3 to 5 questions that will guide you during the lesson. These questions should help focus the lesson, engage the students in understanding the objectives, and stimulate critical thinking.

**Materials and Resources:** (Teacher and student needs)

Books, supplies, handouts, supplementary items, technology/media resources, equipment, etc.

**Technology Use:**

*How will I use technology to enhance the learning?*

**Set:** (Initiating Activity/Questions)

This should hook the student’s interest, focus on the lesson, and state the purpose of the lesson.

*Ask yourself:*

*What can I do to connect the lesson to the students’ prior knowledge and experiences?*

*What can I ask to help point the students toward the objectives?*

*What can the students do to help themselves mentally prepare for the lesson?*

*What can I do to stimulate student interest in the lesson?*

*How can I make the purpose of the lesson clear?*

**Instruction:** (Step by step presentation of the lesson)

This should detail how the lesson will be presented in specific steps written in future tense with varied strategies to meet objectives, formative assessments to monitor student understanding, and needed differentiated instruction for specific students.

**Teaching/Instructional Process**— Teacher provides instructional input (discover, explain, direct instruction), varies instructional strategies, actively engages students, paces activities appropriately, models throughout the lesson (“**I do.**”), and checks for understanding. This includes grouping strategies, questioning, and differentiated instruction for intervention and extension.

**Guided and Independent Practice (“We do. & “You do.”)**— Teacher assists students in practicing what they have just learned, monitors learning, assesses students’ learning, differentiates as appropriate, and helps students work on objective independently.

**Closure:**

This should review, reinforce, summarize, restate the objectives of the lesson.

*Ask yourself:*

*How can I get the students to show/tell me what they learned?*

*What can I ask to elicit responses concerning the specific learning objectives taught?*

*What can the students do to show what knowledge and skills they have gained from the lesson?*

*How can I assess student learning?*

*How can I assess the effectiveness of the lesson?*

*If an assignment is given as reinforcement, list at the end of the closure section.*

**Cross-curriculum Connections:**

*How does this lesson connect with other standards and content for this grade? How have I connected these?*

**Differentiated Instruction:**

*What differentiation will I provide for **any** students who need intervention and extension?*

**ELL Modifications:**

*How will I provide access to the academic content and/or make modifications for the student whose primary language is one other than English?*

**SPED Modifications:**

*How will I provide access to the academic content and/or make modifications for the student who has an IEP?*

**Assignment:**

This is a description of any homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance. (This may also be the assigned independent practice.)