

Lesson Plan Format

Lesson Title/Topic			
	Name: <i>This is the name of the creator of the lesson plan.</i>	Content Area(s): <i>This may be plural to allow for integration of content areas or thematic units/lessons.</i>	Unit: <i>If part of an overall unit, provide the topic/title.</i>
	Date(s):	Grade Level(s):	Time Frame:
Planned...	...with cooperating teacher _____ ... with partner/team _____ ...independently _____		
Standard(s)	<p>1. <i>Standards are curricular standards from national, state, district or professional sources. Sources of standards should be selected based on course, assignment, district, and/or state requirements. Sources of standards should be provided along with tags/codes and worded descriptions. Copy and paste the full standard with indicators; do not just include the identifying numbers and letters.</i></p>		
Learning Objective(s) & Level(s) of Bloom's	<p>Learning Objective(s):</p> <p>1. <i>Learning objectives should be derived from and align with the curricular standards listed above.</i></p> <p><i>They should be measurable/observable, and they should describe what the learners should be able to do as a result of the lesson.</i></p>	<p>Level of Bloom's Taxonomy or DOK:</p> <p>1. <i>For each objective, depending on course/assignment or school/district requirements, identify the level of Bloom's Taxonomy or Depth of Knowledge (DOK).</i></p>	
Anticipatory Set & Closure	<p>1. <i>How will you focus and engage the learners at the beginning of your lesson? Activate schema and create links to previous lessons if necessary?</i></p> <p>2. <i>Describe what you will use for motivation and to "hook" into previous learning that has occurred.</i></p>	<p>Closure: <i>Focus on the objectives and summarize what the students should have learned, connecting this to material that will be coming in the NEXT lesson.* <u>Include the approximate amount of time you have planned for the closure.</u></i></p>	
Essential/Guiding Questions			
Materials Needed	For Students:	For Teacher:	
Technology Used	By Students:	By Teacher:	

Instructional Strategies/ Activities & Student Arrangements	Instructional Strategies/Structures: 1. <i>List the strategies you will use to engage students, such as modeling, direct instruction, guided discussion, cooperative-learning groups, inquiry-based instruction, think-pair-share, content reading strategies, etc. You will describe specific activities for these strategies in the “Lesson Sequence” section below.</i>	Student Arrangements: 1. <i>For each instructional strategy, describe how and where students will be grouped, e.g. whole-group on the reading carpet, in partners at their regular seats, individually in student-selected spots, etc.</i>
Learner Needs/ Exceptionalities/ Extensions & Teacher Responses	Description of Need/Exceptionalities: 1. <i>Describe learning needs for individual, groups and/or the entire class of students. Student “needs” may include the following: social, emotional, and/or cognitive needs; learning differences/disabilities, both identified and observed; language barriers, such as limited English proficiency or differences in dialect; cultural considerations or mis/underrepresentation in curricula; out-of-school factors, such as lack of resources or opportunities; behavioral challenges; etc. This section may be tiered according to MTSS/RTI. How you frame this section and the needs/exceptionalities you describe may depend on course and classroom requirements. Student first names may be used to increase specificity.</i>	Response/Accommodations/Modifications: 1. <i>Describe how the instructor(s) will specifically meet/address each of the described student needs/exceptionalities. Teacher responses may be general and referenced to the “Instructional Strategies” above, or may be described as particular accommodations/modifications made to learning activities, assignments, materials, sources of information, student arrangements, supervision, etc. Be as specific as possible in your response descriptions; include rigorous, evidence-based strategies and interventions; and avoid shallow or vague interventions, such as “checking-in” or “working with a para.”</i>
Keywords/ Vocabulary and/or Language Objective	<i>Describe vocabulary and terms that must be understood in order to complete the lesson. A language objective may be included for ESOL learners and/or language-specific standards.</i>	
Lesson Sequence	1. <i>This is the “main” section for the lesson plan. Describe all activities, for teacher(s) and students, in clear and sequential steps/components. A variety of lesson plan/learning experience/project-based approaches may be employed. Possible models include, but are not limited to, the following:</i> <i>The Madeline Hunter approach:</i> 1. <i>Anticipatory Set</i>	

	<ol style="list-style-type: none"> 2. <i>Pre-Assessment</i> 3. <i>Instructional Phase (with above included strategies)</i> 4. <i>Guided Practice</i> 5. <i>Independent Practice (or homework)</i> 6. <i>Post-Assessment</i> 7. <i>Lesson Closure</i> <p><i>5E or 6 E formats:</i></p> <ol style="list-style-type: none"> 1. <i>Emphasis (for 6E)</i> 2. <i>Engagement</i> 3. <i>Exploration</i> 4. <i>Explanation</i> 5. <i>Extensions</i> 6. <i>Evaluation</i> 	
Forms of Assessment/ Evaluation	Name & Form: 1. <i>Briefly list both formative and summative assessments for this lesson. These descriptors could also include pre- and post-assessments, as well as formal and informal assessments. For this section, simply provide the name and type of assessment, e.g. "small-group conferences – formative" or "Exit Slip – summative."</i>	Description: 1. <i>Provide a brief description of each assessment, including both student and teacher activities/roles, e.g. "students will submit completed graphs and teacher will assess scores according to provided rubric (see attached)."</i>
Safety Considerations	<i>PE classes, field trips, chemistry labs, dangerous materials, internet safety, etc. are all considerations for this category.</i>	
Sources	<i>Cite all sources used in the creation of this plan for 1) access and 2) academic honesty.</i>	
Post-Lesson Comments/ Reflection	<i>Requirements for this section may differ. The following questions may be considered in writing your reflection: Who was this lesson designed for/taught to (provide location, class period, supervising teacher, group of learners, class characteristics, etc.)? What went well and why? What did not go so well and why? What will you do differently the next time and why?</i>	