



Lesson Plan Info:

Title:
Created By:
Date Created:
Grade:
Subject:
Topic of Lesson:
Type of Lesson Plan: Direct Instruction
Class Submitted For:
Instructor:

Standards

Content Area:
Standard #:
Benchmark/Grade Level Expectancy:

Overview

**Note: All text in RED is provided to help guide you in writing your lesson plan. It should be DELETED (including this note) when you turn it in.*

Objective: *(Remember, this is a ONE SENTENCE statement that includes the learning outcome, the conditions or materials, and the criterion level of how the learning outcome will be measured. Your objective MUST ALIGN with the benchmark and standard above.)*

Assessment Plan: *(This is a 3-4 sentence expanded explanation of the criterion level in your objective that describes in detail how you will assess that the students really understood what you set out to teach them).*

Learning Context: *(Provide a small paragraph description of the background information in terms of how this lesson fits into the scope and sequence of the curriculum. What have the students learned prior to this lesson? Is this lesson one of a sequence in a larger unit? If so what came before it and what will this lesson prepare them to do next?)*

Time Allotment: *(How long are you planning for this lesson? Does it extend more than one class period?)*

Instructional Materials: *(List, numbered or bulleted ALL of the materials necessary for you AND the students to engage in this lesson effectively)*

Teacher Materials:

Student Materials:

Differentiation of Instruction: *(How will you provide opportunities for all learners to be successful throughout the lesson? Think about how you can design your lesson to meet the needs of all learning modalities—auditory, visual, kinesthetic—as well as what you can do to incorporate the 9 different multiple intelligences. Also, what might you do to meet the needs of ESL children, learning disabled children, etc.—you may want to consult your cooperating teacher for ideas)*

BRAINSTORMING of Essential Components (Turn this section in with 1st Draft Only)

Opening: (How are you going to CREATIVELY 1) gain students' attention, 2) get students to recall related prior knowledge or experience and 3) inform them of the learning objective?)

Click here in the box. Highlight the text and begin typing.

Guided Practice: (What kind(s) of classroom activity(s) will encourage students to use the material in a nonevaluative atmosphere so that they can practice what you have just taught? Will it be interspersed throughout your presentation of information or will it be a separate activity done right after your presentation? How will you model it? Will it be written or oral or both? How can you provide opportunities for students to work with others (in pairs or groups) as well as individually?)

Click here in the box. Highlight the text and begin typing.

Independent Practice (Assessment): (This is where you carry out your assessment plan for the lesson)

Click here in the box. Highlight the text and begin typing.

Present & Structure New Content (Direct Teaching of NEW Information): (How are you going to break-down and organize the new information into "bite-size" chunks in order to present it clearly and effectively? Think about these possibilities: part-whole relationships (p.189), sequential relationships (p. 189), or comparative relationships (p.191)

Click here in the box. Highlight the text and begin typing.

Checking For Understanding: (What specific prompts and questions will you use to check for student understanding? This should be embedded throughout the lesson.)

Click here in the box. Highlight the text and begin typing.

Closure: (How will you wrap-up the lesson and give students an opportunity for reflecting about the content or process of their learning?)

Click here in the box. Highlight the text and begin typing.

Sequence of Procedures (This is where the teaching begins)

*(Complete the procedures section based on the brainstorming of the essential components done above. This should be written as INCREDIBLY DETAILED STEPS from the lesson opening to the lesson closure that describes what both the teacher and students do. It should be detailed enough that any person could carry it out exactly as you intended it to be taught. This will be the **longest portion of the lesson**)*

Opening

Gaining Attention:

Assessing Prior Knowledge:

State Purpose (Objective) of Lesson:

Body

Teacher Input(s):

Guided Practice(s):

Checks for Understanding:

Assessment (Independent Practice)

Formal or Informal

Closure

Reteaching Activities:

(If some students do not grasp the new learning in this one lesson, how will you go back and approach the lesson in a slightly different way the next day to provide the students another opportunity to learn it?)

Extension Activities:

(What additional activities could you plan that would allow students to extend their learning of this new concept? This could be for students who finish early or for students who already know the basic material you are teaching and need to be challenged. It must relate closely to the concepts you are teaching.)

Sample Student Products:

*(After you teach your lesson, you will want to collect one or **TWO SAMPLES** of student work from the lesson for your portfolio. Make sure it is from students whom you've received a permission slip from.)*

Teaching Materials:

(You must include ALL PAPER MATERIALS used to teach the lesson (clean copies). This includes any handouts given to students, blackline masters to make manipulatives, task/role sheets for cooperative learning, etc. If any other person wanted to teach the lesson, they would have all the paper materials available to them.)

References:

(Please reference all sources [i.e., lesson plan books, teacher manuals, curriculum guides, your cooperating teacher, etc.] that you used in developing your lesson plan)