

Lesson Plan Format

Primary Focus of Lesson (Theme): phrase or sentence, "Big Picture", broad in scope

Grade Level: state the grade level for which the lesson has been designed

Length of Lesson: state the approximate number of minutes/hours

Georgia Performance Standards: state standards to be addressed

- <http://www.georgiastandards.org/>
- Use standards from multiple disciplines if appropriate (writing, science, history, technology, etc.)

Lesson Objective(s): -specific actions written as complete sentences that include the verb *will* to indicate what each **student** is expected to be able to do upon completion of the instructional experience

- Short term, concrete, measurable steps to accomplish your lesson focus
- Lesson should contain at least one to three measurable and observable objectives.
- Every activity, instructional tool, teaching resource, and every means of evaluation and assessment must be linked to the lesson's objective(s).

Essential Question: A question that focuses the lessons' objectives and learning outcomes for the student.

- Creates excitement, accesses prior knowledge, provides motivation, and promotes further exploration
- Questions that engage students to think at higher levels: analyzing, problem solving, and decision-making
- Designed to provoke students thinking and engage imagination
- Open-ended, resist a simple or single right answer
- Requires students to draw from their content knowledge and personal experiences
- Guides students to apply their knowledge to real life situations
- Choose questions that will be the most motivating, elicit the highest level of thinking, and have the greatest potential to cause the students to achieve the learner outcomes

Assessment of Objectives: - to assess with precision whether the instruction has resulted in the desired behavior

- Must be consistent with the lesson objectives
- Teacher & students reflect on and assess the ongoing progress of the students' learning and in so doing, the success of the instruction
- Provides information to both you and your students about where progress has been made and where it has not
- Based on the assessment data you follow up the instruction by helping students fill in what they have missed or by building on what they have learned (This aspect of the teaching may merge into the next day's lesson instruction.)
- What types of diagnostic assessment(s) were employed and what consideration was given to previous profiles of students? (Learning disabilities, emotional disorders etc...)

Introduction (Opening Activator, Set Induction, Attention Getter): Plan how to grab each student's attention and interest creatively in a manner that is relevant to the lesson.

- Review previously learned/related concepts by "building a bridge" from the current background knowledge to new information.
- Make it relevant to their life (Why should they care? What is in it for them?) Stimulate student motivation
- How will you get the learner interested and attentive to the lesson? What's your "hook"?

Teaching Procedures/Strategies: List and explain each step. What teaching methods, organizational strategies, individualized instruction, types of interaction and types of questions will you use?

- Explain how you will teach the lesson.
- How will you engage students in the learning process to meet diverse student needs?
- Plan the motivational strategies, instructional activities, materials, and the environmental setting for instruction
- Plan concrete or vicarious experiences
- Use auditory, visual, and kinesthetic stimuli
- Plan for smooth transitions.
- Identify concept and attributes critical to concept. Provide examples of concept and non-examples of concept and then TRANSFORM or turn non-examples into examples (no non-examples in math). Use real-world meaningful examples.
- Use logical step by step manner
- Differentiate instruction by keeping the core content the same for all students but the activities, strategies, methods, and/or assessments are selected based on an individual's unique learning style, background experience, diverse needs, and personal interest (in other words adaptations are made in relation to how the student learns best).

Guided Practice: An activity that provides students the opportunity to grasp and develop concepts or skills and requires teachers to monitor student progress

- What the students will do to reinforce the lesson concept
- An activity in which each student is individually accountable to demonstrate understanding
- Can be a set of questions, worksheets, or problems that require students to work through the new learning in class, either individually or by using cooperative learning strategies
- **Student focused** – teacher is facilitator
- Extends the learning relative to the lesson's objective
- It outlines how your students will demonstrate that they have grasped the skills, concepts, and modeling that you presented to them in the lesson.
- Teacher circulates around classroom providing assistance on the given activity
- Use following a lesson and as an additional check for understanding the lesson
- Use to determine the student's level of mastery of the new material
- Use to provide individual remediation
- Use prior to closure

Closure and/or Summarizing Strategies: The planned process of bringing the lesson to an end.

- How you will end the lesson, clarify the objectives, and evaluate the lesson?
- How will you involve the students in reflection, metacognition, and goal setting?
- Students synthesize information learned from the lesson
- Review, restate, reinforce and/ or outline key points of the lesson
- Revisit the Essential Question to see if students can correctly answer or provide more insight
- Answer summary questions, ticket out the door, pair/share/, yes/no cards, roll dice- and name that many things you learned from the lesson, one sentence summary, thumbs up/down, RRD- Random Response Device (pass/throw objects as you summarize information or answer questions, etc.)
- Assign homework if applicable

New Vocabulary – Include words and student friendly definitions in lesson.

Materials and Resources: What do you need? What will your students need? Use APA citations for texts and include any URLs you plan to use.

Credits/References: (If any part of this lesson came from a source other than your own mind, this is where you give credit. If you modified your Master Teacher's lesson, cite him/her; if you modified something you found in a book or online, cite the source. Better to cite than plagiarize.) Do NOT leave blank. State whether you created it or give the credit.

Modification:

- State learning disability, gifted ability, physical handicap, and/or behavior problems, etc., for at least one student in the classroom.
- State modifications made to any part of the ISL or lesson plan format- daily lessons, -assessments, teaching procedures, and/or classroom seating, etc. - to accommodate the student during the teaching experience.