

Lesson Plan Assignment

Planning provides continuity of instruction and efficient and effective use of both the teacher and student's time. Good instruction must be carefully planned; it does not "just happen."

The following descriptions should assist the developer in completing the plan.

Lesson Overview

Complete and accurate information

Lesson summary gives a concise description of the lesson and the lesson is real and relevant

Questions, Standards, Objective(s)

What will you teach?

- Essential question grabs the student's attention, promotes inquiry, and invites the student to be an active learner
- Focus questions involve all levels of Bloom's Taxonomy
- Focus questions help students establish key information and are an integral part of instruction
- Focus Questions are aligned to the lesson content
- Standard(s) is stated and aligned to the lesson
- Objective(s) includes the audience, desired behavior, condition, and degree of proficiency. (ABCD)
- Objective(s) is aligned to lesson assessment
- Objective(s) is developmentally appropriate
- Objective(s) is appropriate for content

Career/ Real life connection

When am I ever going to use this?

Students apply the concepts to real life or careers at multiple times during the lesson.

Key Vocabulary

All key vocabulary is accurately identified

Pre-assessment

How will you know where to begin? What engaging activity will you use to hook the student into the lesson?

- The activating activity identifies student's prior knowledge, misconceptions, strengths, and weaknesses
- The activity focuses student's attention and piques their interest
- The activity is clearly described and referenced in the procedures section with attached handouts if appropriate

Materials

What will you need to teach the lesson?

- Examples of worksheets or information attached with materials clearly stated and relevant to the lesson
- Books used are referenced.
- Technology implementation is integrated and clearly related to the goals and objective(s) of the lesson

Lesson Procedures Instruction

How will you teach? What learning experiences will engage your students to help them learn the lesson concept? What instruction is needed to equip the students for the final evaluation?

- A clear picture of the instruction that will take place.
- Includes clearly stated and logically sequenced accurate, age-appropriate explanation using available resources to enhance explanation

- Procedures can be followed and implemented by another teacher
- At least two different instructional strategies are implemented that will engage the students in the learning process.
- Demonstrates and models what the students will do
- Provides multi-sensory support related to the lesson using resources (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate)
- Integrates multicultural and interdisciplinary components when appropriate
- Includes modifications for special populations as appropriate
- All learning styles are addressed when appropriate
- All students are involved
- Learning activities are student centered
- Checks for understanding to ensure students are progressing towards mastery of the skill or concept is included at several points throughout the lesson
- Provides extensive and/or highly creative guided practice of lesson skill
- Excellent teacher supervision provided
- Student use of technology to promote mastery of the lesson objective(s) or to create a product that will be used to assess mastery when appropriate

Lesson Closure

How will you cause the students to summarize, reflect and rethink the class lesson? How will you know the students have learned?

Closure activity is:

- Clear, concrete, comprehensive and sets stage for new learning
- Addresses stated objective(s)
- Includes student participation
- Ties to real-life and/or future learning
- Brings the lesson to a conclusion through a summarizing activity.

Accommodations

How will you ensure that all students benefit from instruction?

Modifications and implementation procedures are clearly stated and appropriate.

- Higher cognitive level extension activities are planned and designed for students who finish assignments quickly.
- Scaffolding activities are planned and designed for students whose skills are less developed.
- Multiple teaching and learning styles are addressed
- Adaptations of the lesson are available for students who are not native to the English language or American school culture.

Assessment

How will you know the students have learned? Both Formative and Summative assessments are used.

- Checking for comprehension is detailed with multiple examples of how the teacher will do this throughout the lesson.
- Homework assignments are real and relevant
- Assessment incorporates the stated objective(s) and reflects lesson goal with multiple and alternative assessment strategies described in detail.
- Detailed grading rubric included when appropriate
- Includes modifications for special populations as appropriate
- Assessments are attached if appropriate

Reflection

What will you do differently next time? What went well or not so well and why?

- Reflection analyzes the strengths and weakness of the lesson
- Identifies the objectives that were met
- Reflection includes the modifications for the next time the lesson is presented.