Teacher Education Program
Lesson Plan Template with Directions

Teacher Education Candidate: **Date:**

Subject: **Grade Level:**
Topic:

1. Goal
• State clearly and specifically the purpose of the lesson.

2. Student Learning Objectives and Standards
•State the student learning objectives that will lead to student mastery of content or skills:
✓ Use specific, observable, and measureable verbs. Refer to Bloom's Taxonomy and Webb's Depth of Knowledge.
✓ Number the objectives in the sequence they will occur in the instructional delivery.

• List the corresponding Common Core Standard(s) and/or PA Academic State Standard(s). Refer to www.corestandards.org or http://www.pdesas.org

3. Assessment of Student Learning
Assessment is a process used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning for improved student achievement and to provide appropriate challenge for all students at their instructional levels. Explain how student learning will be assessed in this lesson:

- ✓ **Pre-assessments** are tools or techniques used to measure the objectives students have mastered prior to instruction. Prediction activities, KWL, and discussion are pre-assessments.
- ✓ **Formative assessments** are classroom-based practices used by teachers and students during instruction to provide feedback to adjust ongoing teaching and learning for improved student achievement of intended instructional outcomes. Observing and asking questions are formative assessments.
- ✓ **Summative assessments** are an overall judgment of progress made at the end of a defined period of instruction; they summarize student learning through a more formal assessment such as a quiz, test, project, or performance.

4. Books, Materials, Resources, Websites, Technology (APA format)
• List all books, textbooks, articles, materials (white board, sentence strips, graphic organizers, and classroom supplies required for the lesson), websites, and technology or media.
• Use American Psychological Association (APA) format to reference all ideas, websites, and activities of others. Refer to www.apa.org

5. Teaching Strategies

- List the specific instructional strategies and/or tools used.
- Examples:
  - ✓ Anticipation Guide
  - ✓ Brainstorming
  - ✓ Cooperative Group Work
  - ✓ Conferencing
  - ✓ Demonstration
  - ✓ Differentiation
  - ✓ Direct Instruction
  - ✓ Discussion
  - ✓ Guided Note Taking
  - ✓ Guided Practice
  - ✓ Hands-on activities
  - ✓ Independent Practice

- ✓ Indirect Instruction
- ✓ Jigsaw
- ✓ Laboratory experiment
- ✓ Learning Centers
- ✓ Modeling
- ✓ Paired Work
- ✓ QAR- Question and Response
- ✓ Reciprocal Teaching
- ✓ Study Guides
- ✓ Think-Pair-Share
- ✓ Use of Smart Board and specific applications

6. Sequence of Instructional Delivery and Classroom Management

Introduction—*Engage, Motivate, Explore*:

- Using bullets points, outline the beginning of the lesson to achieve one or more of the following:
  - ✓ Engage and build student motivation and interest to learn. Use attention grabbers, bell ringers, visuals, predictions, and anticipatory sets;
  - ✓ Develop students' background knowledge and readiness to learn. Use readiness assessments and anticipation guides;
  - ✓ Connect students' prior knowledge to new content by reviewing concepts presented in a previous lesson(s). Help students link prior knowledge to new knowledge with activities and connections to real life.

Body—*Explain, Extend, Make Connections*:

- This is the heart of the lesson where key instruction and learning take place.
- Using bullet points, outline the plan to teach the body of the lesson. Include:
  - ✓ Teaching and learning strategies;
  - ✓ Content and/or skills;
  - ✓ Integration of prior knowledge and new knowledge;
  - ✓ Differentiation of instruction
  - ✓ Student learning activities;
  - ✓ Guided practice;
  - ✓ Scaffolding and support to ensure the construction of meaning;
  - ✓ Independent practice.

Closure—*Evaluate Summarize, Review*:

- Using bullet points, outline the plan to close the lesson by doing one or more of the following:
  - ✓ Reviewing content/skills taught;
  - ✓ Questioning to check for student understanding;
  - ✓ Summarizing and evaluating;
  - ✓ Previewing the next lesson(s);
  - ✓ Assigning homework, if independent practice is needed.

7. Reflections—*Question, Analyze, Revise*

Answer and reflect on the following questions:

100-Level Education Courses:

- What went well?
- What did I learn about planning and teaching?
- What did my students learn?
- How do I know they learned?
- What changes and/or improvements will I make in an effort to be more effective with this particular group of students?
- If I were to teach this lesson again, what would I keep the same and what would I change and why?

200-Level Education Courses: In addition to the questions listed above for 100-level Education courses, respond to the following questions:

- How did I differentiate instruction to meet the needs of my students?
- If I were to teach this lesson again, how could I further differentiate to better meet the needs of the students?

300-Level Education Courses: In addition to questions listed above for 100- and 200-level Education courses, respond to the following question:

- What classroom management strategies and techniques did I implement? Were they effective?

Teacher Education candidates are expected to utilize best writing practices at all times.