

Lesson Plan Format

Teacher: _____ Date: _____

Grade: _____ Subject: _____ Topic of Lesson: _____

<p>Performance Standard(s)/Common Core Georgia Performance Standard(s) Include number and narrative. For science, include content & characteristics of science.</p>	
<p>Behavioral Objective: Must include observable student behaviors.</p>	
<p>Essential Question(s): Overarching or topical questions that pertain to a particular discipline or unit of study. Guiding Question(s): Specific questions that pertain to the lesson and have a definitive answer.</p>	
<p>Summative Assessment of this Lesson Teacher seeks evidence of learning through student summaries, questions, recall, etc. Students must demonstrate that they have mastered the objective(s) and can answer the Guiding Question(s) for this lesson.</p>	

Lesson Plan Format Check the lesson plan format you will use.

<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Inquiry Learning
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Include only the lesson plan script for the format you are using.

Daily Planner: Sequence / Plan for Instructional Activities

List each instructional activity with estimated time for implementation. Grouping may include pairs, triads, whole class, small group, or individual.	<u>Activity</u>	<u>Time</u>	<u>Grouping</u>

Resources / Connections / Safety

<p>Materials/Resources/Technology List all materials used by teacher and students. Attach all handouts and copies of PowerPoints.</p>	
<p>Connections to (a) prior learning, (b) real world and/or students' lives, (c) other content areas. Connections must be <u>explicit</u>. List here and include in the teaching script.</p>	<p>a)</p> <hr/> <p>b)</p> <hr/> <p>c)</p>
<p>Safety Issues For science labs or demonstrations or activities that involve manipulatives, include safety issues and precautions.</p>	

Lesson Plan Script

DIRECT INSTRUCTION

<p>Beginning of Class Logistics: seating, attendance, necessary materials, etc. Expectations of students prior to the lesson: homework check, mixed review, activating prior knowledge, and/or warm-up. May include review of previous content.</p>	
<p>Activator Opening the lesson: This is an activity to engage the students and overview the concept of this lesson.</p>	
<p>Teaching New Content* <i>Includes teacher and student activities that are to be accomplished before the students leave.</i> Write the sequential steps that you are using to teach the lesson. Use numbers, bullets, or headings to clarify your steps. Where necessary, identify the following:</p> <ul style="list-style-type: none"> • Instructional grouping • Questions for students • Formative assessment • Guided practice • Independent practice • Connections to <ul style="list-style-type: none"> a) prior learning b) real world and/or students' lives c) other content 	
<p>*Repeat items above as needed for each new concept.</p>	
<p>Student Summary <i>May include summative or formative assessments.</i> Review of the lesson: Teacher seeks evidence of student understanding of <u>this</u> lesson's content. Students must demonstrate that they have mastered the objective(s) and can answer the Essential Question(s) for this lesson.</p>	
<p>Homework Assigned</p>	
<p>Teacher Closure Expectations of students in the last few minutes of class,</p>	

agendas, announcements, reminders, etc. Logistics: necessary materials, dismissal.	
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Differentiation

Learning Styles For each learning style, describe how it is incorporated in this lesson.	Visual
	Auditory
	Kinesthetic
Accommodations for Identified Special Needs Students Include, but not limited to, Special Education IEPs, SST modifications, ESOL adjustments, and gifted.	
Re-teaching Plan for re-teaching concepts <u>during this class</u> or <u>subsequent classes</u> for students who do not master objectives. Re-teaching strategies may include tutoring, computer practice, alternative guided practice, and/or additional resources.	
Enrichment Plan for enrichment activities/strategies that will allow students to explore the concept at a new depth. Use if lesson is shorter than anticipated, to challenge students, or for students who finish classroom work early.	

I have read and approved of this lesson plan prior to it being taught.

Mentor's Signature _____ **Date** _____

Lesson Plan Script

INQUIRY LEARNING

(MUST include varied grouping and continuous assessment)

Beginning of Class Expectations of students prior to the lesson, including homework check, mixed review, activating prior knowledge, warm-up	
Engagement* Connect to past and present learning (prior knowledge), anticipate activity and focus thinking.	
Exploration* Establish common base of experiences for building concept; collect data.	
Explanation* Students explain, collaborate and verbalize their understandings; define vocabulary.	
Expansion* Practice skill or use concept learned in new content, and connect concept to other content areas, and everyday experiences.	
*Repeat steps as needed for each new concept	
Evaluation* Students assess their own understanding, including formative & summative assessments.	
Student Summary Teacher seeks evidence of student understanding of this lesson's content. Students must demonstrate that they have mastered the objective(s) and can answer the Essential Question(s) for this lesson.	
Homework Assigned	
Teacher Closure Expectations of students in the last few minutes of class, including announcements, agendas, & orderly dismissal.	

Differentiation

<p>Learning Styles: For each learning style, describe how it is incorporated in this lesson.</p>	Visual
	Auditory
	Kinesthetic
<p>Modifications for Identified Special Needs Students Include Special Education IEPs, SST modifications, and ESOL adjustments.</p>	
<p>Re-teaching: Plan for re-teaching concepts <u>during class</u> for students who do not master objectives, such as tutoring, computer practice, alternative guided practice, additional resources.</p>	
<p>Enrichment: Plan activities/strategies that will allow students to explore the concept at a new depth. Use if lesson is shorter than anticipated, to challenge students, or for students who finish classroom work early.</p>	

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Mentor's Signature _____

Date _____

Appendix

Bloom's Revised Taxonomy

This resource provides appropriate verbs for writing behavioral objectives and suggestions for including various levels of learning in teaching new content. In lesson design, teacher candidates should seek to address all levels of learning.

Level	Suggested Verbs for Behavioral Objective	Sample Descriptions of Inclusion in the Lesson Plan Script
<p><u>Remembering (knowledge):</u> Can the student recall the information?</p>	<p>Define, duplicate, list, memorize, recall, repeat, reproduce, state, identify, label, name, recognize, recite, state, memorize, quote, match</p>	<ul style="list-style-type: none"> - Recall elements and details of story structure, such as sequence of events, character, plot and setting. - Conduct basic mathematical calculations - Label locations on a map - Recall relevant knowledge from long-term memory
<p><u>Understanding (comprehension):</u> Can the student explain the ideas or concepts?</p>	<p>Classify, categorize, organize, construct, modify, describe, discuss, explain, measure, identify, locate, recognize, report, select, translate, paraphrase, calculate, distinguish, summarize, graph,</p>	<ul style="list-style-type: none"> - Construct meaning - Use context clues to identify unfamiliar words - Make observations - Represent in words or diagram a scientific concept or relationship - Describe the features of a geographic location - Summarize major events
<p><u>Applying:</u> Can the student use the information in a new way?</p>	<p>Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, graph, infer, predict, estimate, cause/effect, construct</p>	<ul style="list-style-type: none"> - Use correct grammatical concepts when writing - Solve routine multiple step problems - Identify patterns in nature, historical events, or literature - Implement a procedure - Make observations
<p><u>Analzing:</u> Can the student distinguish between the parts?</p>	<p>Appraise, compare, contrast, criticize, differentiate, examine, discriminate, questions, distinguish, experiment, formulate, hypothesize, discuss</p>	<ul style="list-style-type: none"> - Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure - Use concepts to solve non-routine problems - Explain phenomena in terms of concepts - Literary analysis / determine author's purpose - Analyze data & draw conclusions - Describe the cause and effect of events - Interpret observed patterns in nature, historical events or literature
<p><u>Evaluating:</u> Can the student justify a stand or decision?</p>	<p>Synthesize, critique, prove, appraise, argue, defend, judge, select, support, value, evaluate, interpret, justify</p>	<ul style="list-style-type: none"> - Make judgments based on criteria and standards - Develop a logical argument - Critique ideas / judge effectiveness - Develop argument in persuasive writing - Make recommendations - Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions
<p><u>Creating:</u> Can the student create new product or point of view?</p>	<p>Assemble, construct, create, design, develop, formulate, write, plan</p>	<ul style="list-style-type: none"> - Putting elements together to form a coherent or functional whole - Discuss "what if" situations and develop solutions - Creative writing - Problem solve by creating new solutions - Generate, plan or produce a new structure - Reorganize elements to a new pattern