

West Virginia State University
College of Professional Studies: Department of Education
LESSON PLAN FORMAT GUIDE (Updated 1/18)

Teacher Candidate _____

Date _____

School _____

Grade/Subject _____

Lesson Topic _____

INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES

This is what you want the student to learn and understand or be able to do when the lesson is completed.

If concept based objectives (deals with information, understanding – what students will know) use: will be able to ... will create...define...name... record...select...match...restate...explain...discuss...distinguish between...

If performance based objectives (deals with skills, abilities and what students will be able to do) use: will be able to compute...demonstrate...operate...diagram...categorize...subdivide.

WV CCRs

Objectives must be supported with WV College and Career Readiness Standards (WVCCRSs).

<http://wvde.state.wv.us/ccrs>

CCRs are very broad objectives and may be designed to cover many lessons. Your CCRs must support your lesson objectives and should not be greater in number than your lesson objectives.

NATIONAL STANDARDS

Objectives must be supported with at least ONE national standard. Your National Standard must match your lesson objective in content. For example, if you are writing a lesson plan for reading you may want to use IRA, English (NCTE), physical education (AAHPERD), math (NCTM), social studies (NCSS), biology (NABT), science (NSTA).

National Standards are written to be very broad and may cover many lessons. Your National Standards are to support your lessons objectives and should not be greater in number than your lesson objectives.

ASSESSMENT

This section addresses the lesson objectives. All objectives must be assessed. Assessment and the analysis of data are to be used to both influence the delivery of the lesson being taught as well as drive future instruction. Each of the three types of assessments should be matched with the objective(s) being addressed. Each lesson objective must be assessed. You are encouraged to use parenthesis following each assessment description. For example: Formative: Will move among students as they complete the handout on photosynthesis (objectives 1, 3).

Diagnostic/Pre-Assessment

Diagnostic assessment is how you plan to determine students' prior knowledge before the lesson is taught. It might take place during the anticipatory set and/or introduction. For example:

You may ask an essential question about the lesson objective(s) or you may ask questions that challenge students to think critically about the lesson objectives.

You could use a KWL chart or a Venn diagram.

At this time, you must decide if the students have enough prior knowledge to understand the lesson objectives. If they do not, you must decide if you need to extend the introduction and cover the knowledge needed to understand the lesson or if you need to go to the Extended Activities of the lesson to provide additional experience with the skills or concepts needed.

Formative Assessment

Formative assessment is a continuous process that takes place during the lesson. It is often informal and drives instruction.

You observe students as they work on projects, activities, or seatwork to assess objectives.

You also assess knowledge of the objectives during discussion.

If, while walking around, you observe that students do not have a clear understanding of the skill or concept being taught you must decide what to do to increase their knowledge and comprehension.

Summative Assessment

Summative assessment measures what students know and are able to do as a result of the lesson. Summative assessment addresses individual learning. ***It must address all objectives.***

MANAGEMENT FRAMEWORK

Describes how time is set to accommodate the lesson. Just give time and not details. For example:

Overall Time - 50 minute lesson
Time Frame – 10 min. teacher intro and demonstration
30 min. student activity in pairs
10 min. regroup for assessment and closure

DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS

(Learning Styles, Students with Special Needs, Cultural Differences, ELL)

This is how you will accommodate students' individual needs as these needs relate to lesson objectives.

PROCEDURES

This section has five parts; each is an important part of the lesson.

1. ANTICIPATORY SET

Engage students in a brief activity or question-and-answer session to determine their level of previous knowledge and/or experience with the topic or skill to be taught. If appropriate, link to a previous lesson or to real-world experiences they may have had inside or outside the classroom. (*Refer to the Diagnostic/Pre-Assessment.*)

2. INTRODUCTION

This introduces the students to the lesson so that they know what they are going to be learning and/or doing. This can relate back to or be an extension of the anticipatory set. Use guiding questions, visuals, and statements to gain interest for the lesson. (*Refer to the Diagnostic/Pre-Assessment.*)

3. BODY & TRANSITIONS

This is a sequence of events for the lesson. Use bullets and clearly state what you will be doing in sequence. If you use material, state: See Attachments. If students will be moving during the lesson (transitions) state how this will be arranged. (*Refer to the Formative Assessment.*)

4. CLOSURE

Review, summarize, repeat, a quick check of objectives (thumbs up/down), assign homework. (*Refer to the Summative Assessment.*)

5. Assessment (*Refer to description above.*)

STRATEGIES

List strategies or activities, do not give details. For example: What strategies have you used in this lesson? Teacher/student led discussion, student/group presentations, independent/group practice, guided instruction, teacher modeling/demonstration/simulations, pair activity, cooperative groups, study/peer groups, SQ3R, scaffolding, Think, Pair, Square, discovery learning, project/inquiry learning.

MATERIALS

Provide a specific *list* of supplies and materials needed for the lesson.

EXTENDED ACTIVITIES**If Student Finishes Early**

Prepare an activity for students who finish the lesson early. This activity **should be related to the assignment**. Do not give a replica of the assignment. The student may consider this punishment for finishing the lesson early. Instead, you might consider an enrichment activity focused on the content of the lesson.

If Lesson Finishes Early

Prepare an activity related to the lesson objectives. For example, students could work in small groups to develop application/analysis questions related to the lesson content.

If Technology Fails

Plan alternative activities for lesson if technology is part of the lesson and technology fails; in addition, plan for students who may not be allowed to use technology for that day.

POST-TEACHING**Reflections**

In preparation for writing your reflection, you may want to record initial thoughts prior to leaving the school. The reflection should address the indicators on the Lesson Plan Rubric.

Data Based Decision Making

The data alone has little if any value. You **MUST** use your analysis of the data to make decisions concerning future lessons. Data are collected to be used to drive future instruction.

Differentiating Instruction for Students with Special Needs

Please describe all that apply:

<i>Needs-Based Planning</i>	
Learning Differences	Sensory Differences
Attention Differences	Behavioral Differences
Motivational Differences	Ability Differences
Physical Differences	Cultural Differences

Communication Differences	Enrichment
Multiple intelligence addressed (check all that apply): <input type="checkbox"/> Verbal/linguistic <input type="checkbox"/> Naturalist <input type="checkbox"/> Spatial <input type="checkbox"/> Interpersonal <input type="checkbox"/> Logical/mathematical <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Bodily-kinesthetic <input type="checkbox"/> Existential <input type="checkbox"/> Musical <input type="checkbox"/> Others (explain):	