**LESSON PLAN TEMPLATE WITH INSTRUCTIONS**

These instructions apply to ALL lesson plans

**Title for Lesson Plan:** **Your Name:**

Date of Lesson: (if appropriate)

Approximate (Amount of) Time Required for Lesson:

Grade Level/Subject(s):

Prerequisite Knowledge:

(Optional: If this lesson is seen as part of a larger activity or unit, briefly clarify what comes

Before this lesson or what students should already know)

Student Objectives/Student Outcomes:

Objectives are concise but specific statements of what students should do/learn in the lesson.

Do NOT use the words “learn” or “understand” in the objective. Do NOT use SWBAT.

For conceptual objectives, DO state the main ideas (to be learned) briefly but fully, so that they are “measurable.”

DO NOT DO THIS: Students will learn the primary colors

DO THIS: Students will identify the primary colors of light as blue, red, and green

See page 8 and lesson plan examples for more examples of objectives.

See page 9 for a tool (Bloom’s taxonomy) to use in writing objectives.

Illinois Standards:

List the standards addressed in the lesson (do NOT just give numbers). Use Common Core for ELA and math; use NGSS for science, the new social science standards, and use Illinois Learning Standards for all others.

See page 7 for the web addresses for all standards

Materials/Resources/Technology:

List of physical materials, audiovisuals, bibliographical references, worksheets, etc.

Implementation/Procedure

This part is a procedure written as if someone else (other than you) is going to follow it; someone who

may know little about the content or the curriculum (for example, a substitute teacher). It must be a

detailed, step-by-step description of what the teacher will do as well as what the students will do.

* So be specific enough that someone else could pick up and use the lesson plan; all information must be on paper, not just in your head.
* Include **questions** to use to lead discussions, written **verbatim** (exactly as they would be asked), and set off questions with bullet points; make a bullet point list if more than one question. To lead a true “discussion,” questions should be relatively open-ended, not “one correct response.” (See page 13.)
* Questions should be followed by **anticipated responses**. Even when questions are primarily for “brainstorming,” you can include examples of anticipated responses.
* In some cases, it is also clearer if **instructions and/or explanations** are written verbatim or “scripted;” if this is done, also “offset” these in some manner and/or use quotation marks to indicate “scripting.”
* Write in **second person**, as if addressing another teacher, with “you” understood.
* Write in **short single spaced paragraphs** with double spacing between the paragraphs; do NOT put a bullet point or number in front of each sentence or paragraph
* Divide lesson plan into **sections with section heads** when appropriate, for example, as required in some instructional models. If the lesson plan is divided into sections, you may want to indicate the approximate time required for each section.
* Consider differentiation possibilities when writing lesson plans with regard to materials, instruction, and assessment. (See page 14.)

Assessment

Assessment is typically described at the end of the procedure, unless it is appropriate elsewhere.

* Assessment should be tied directly to your objectives; you are assessing whether or not students have achieved the objectives
* If assessment involves a quiz or test or worksheet, this MUST be attached to the lesson plan.
* Assessment of projects, writing assignments, lab journals, etc. is typically done through the use of a rubric; attach to the lesson plan when appropriate
* Informal (non-written) assessment should simply be described
* If the material covered in the lesson will be assessed after further lessons, this should be stated.

FOR FIELD EXPERIENCE LESSONS ONLY

Post Lesson Reflection: Respond to the following questions after teaching the lessons, submit with the lesson

plan.

|  |
| --- |
| Did the students appear interested in the lesson and the content taught? |
| Did the students appear to be motivated to do what was required of them for learning? |
| After teaching the lesson, did you feel that you were adequately knowledgeable about the skills and  content taught? |
| Did you feel that you were adequately organized for teaching the lesson? |
| Do you feel that you were adequately articulate in teaching the lesson, that is, you communicated  well? |
| Did students appear to understand what they were learning? Objectives achieved? |

**LESSON PLAN TEMPLATE WITHOUT INSTRUCTIONS**

THIS CAN BE COPIED AND PASTED TO START YOUR LESSONS

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Approximate (Amount of) Time Required for Lesson:

Grade Level/Subject(s):

Prerequisite Knowledge:

Student Objectives/Student Outcomes:

Illinois Standards:

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