**LESSON PLAN TEMPLATE WITH INSTRUCTIONS**

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

Date of Lesson (if appropriate/relevant):

Approximate (Amount of) Time Required for Lesson:

A single lesson can range quite a bit in length—it is the activity or set of activities done to achieve a specific objective or set of objectives. It does not have to be one “class period” on one day, but if the intent is to extend over more than one day, then this should be indicated in the lesson plan by dividing it into sections for each day, along with the approximate amount of time, for example, Day 1 (30 minutes). See page 19 for an example of a multi-day lesson plan.

Grade Level/Subject(s):

Many lessons actually address more than on subject, for example, writing in a journal in science. However, you should only list a subject here if you have standards and objectives related to the subject.

Central Focus of the Learning Segment:

What is the big idea of the entire learning segment? The central focus is a brief description of the important understanding(s) and core concept(s) that you want students to develop within the lesson

Related Prior Learning

If this lesson builds on concepts or skills learned prior to this lesson, briefly summarize those here. This is especially important if students are expected to do claim/evidence/reasoning that references previously learned principles.

Illinois Standards

List the grade-level or grade-range specific standards for the lesson (include the text for the standard, not just the “numbers”.) See page 8 for the list of standards and the web addresses for them.

Materials/Instructional Resources

List all resources require for the lesson, including physical materials like science materials, graphic organizers, technology devices, books, and websites (addresses), etc.

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| ObjectivesObjectives are concise but specific statements of what students will do/learn in this specific lesson. They are more specific than standards. They should be “measurable,” that is, each objective should be able to be assessed. Do not use the words “learn” or “understand” in the objective; do not use SWBAT. See page 9 and the lesson plans for examples of objectives; see page 11 for a tool to use in writing objectives (Bloom’s taxonomy). | AssessmentAssessment must be directly connected to your learning objectives—you are assessing whether or not the students have met these (and only these) objectives. Briefly list here all assessment, informal and/or formal, formative and/or summative, matching objectives and assessment as specifically as possible. For example, for one objective, you might list the assessment as “Rubric category 1” or “worksheet questions 2 and 3,” etc.Assessment materials—rubrics, tests, organizers, etc., MUST be included in or attached to the lesson plan. See page 17 for more on assessment; see page 19 for a lesson plan with multiple forms of assessment. |

Instructional Strategies and Learning Tasks (Procedure)

Lesson plans are a type of procedural writing, that is, a set of instructions that you are writing as though they will be followed by someone else. This means that you should be writing in **second person**, with “you” understood. The lesson plan should be very specific, detailed and sequential. Assume that the person who is following the lesson plan knows nothing about the content or how to teach it.

(THIS MEANS WRITE LIKE THIS: Buy a pumpkin and take it home. Put newspaper on a table and set the pumpkin on it. Get out a knife and use it to carve a hole in the top of the pumpkin around the stem. Remove this. Use a large spoon to scoop out the seeds and pulp from inside the pumpkin and discard these, Etc.)

Divide the lesson into three sections with section heads and approximate time requirements.

Introduction (x minutes)

Most lesson plans start with some kind of **introduction,** even if it is very brief, during which the teacher sets the stage, activates prior knowledge, and/or introduces and the strategy/skill/content for the lesson.

Learning Tasks/Activities (y minutes)

This might be subdivided into sections for specific tasks. **Checks for understanding** (related to the objectives) should be included throughout the lesson.

Closing (z minutes)

Lessons also typically end with some kind of **closure** during which the teacher restates, clarifies, and consolidates the objectives.

Additional Guidelines:

* 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 14.)
* 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 **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 15.)
* For field placement lesson plans, include any accommodations that are made to accommodate specific student learning needs (See page 16).

Instructional Materials

At the end of the lesson plan, include any instructional materials required for the lesson: organizers or worksheets, grading rubrics, exams, etc. Also include an **answer key** for organizers/worksheets and exams.

You may also want to include “background information” for the teacher, or links to this kind of information found online, especially for science or social science lessons for which there is a fair amount of content information that cannot easily be written into the lesson plan.

FOR FIELD EXPERIENCE LESSONS ONLY

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

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| --- |
| 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? What, if anything, would you change if you taught the lesson again? |
| Did you feel that you were adequately organized for teaching the lesson? What, if anything, would you change if you taught this lesson again? |
| 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? Were your objectives achieved? |

**LESSON PLAN TEMPLATE WITHOUT INSTRUCTIONS**

THIS CAN BE COPIED AND PASTED TO START YOUR LESSONS

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

Date of Lesson (if appropriate/relevant):

Approximate (Amount of) Time Required for Lesson:

Grade Level/Subject(s):

Central Focus of the Learning Segment:

Related Prior Learning:

Illinois Standards

Materials/Instructional Resources

|  |  |
| --- | --- |
| Objectives | Assessment |

Instructional Strategies and Learning Tasks (Procedure)

Instructional Materials

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| Did you feel that you were adequately organized for teaching the lesson? What, if anything, would you change if you taught this lesson again? |
| 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? Were your objectives achieved? |