LESSON PLAN OUTLINE

Name :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic:

I. Objective:

Write a behavioral objective with conditions, the behavior, and criteria for mastery. You may also use a non-behavioral objective if it is appropriate.

II. Preparation

Purpose:

The purpose of this lesson is the reason for teaching the lesson: to introduce, to give information, to help organize information, to demonstrate knowledge, to provide enrichment or a chance for creative application.

Materials:

List teacher references

List materials students will need

III. Procedure

A. Anticipatory Set:

You are motivating your students to want to learn this material. Link the material to students’ background knowledge and experience; create a puzzle or use an analogy to get them thinking along the lines you want to go. Share the relevance of the lesson to students’ lives. Overtly link your anticipatory set to the body of the lesson.

B. Body of the Lesson/Input:

This is the body of the lesson. You can give input in many ways: use a visual aid, show a video, read, lead a discussion; you can give input or you can draw it from the students or from print or media.

1. Outline and label steps in the lesson

You will outline each step you will be using to develop the lesson. If you are following a specific strategy, your steps in the plan will match the steps in the strategy.

Sample steps could be:

Step 1: Show and discuss visual aid.

Step 2: Complete a sample problem.

2. Content and Key Questions

Under each step indent and list the KEY questions, directions, or content you need to present. Write the actual question when possible but remember you are not writing a script.

Step 4: Elicit application

What else could someone do who was in the same position as Susan?

DO NOT WRITE: Ask the students what they would have done.

Give examples, model processes, demonstrate steps, and ask questions at varied levels to help you monitor students’ growth and to adjust for problems during the lesson.

Provide opportunities for guided and independent practice

C. Closure:

Closure is an opportunity to insure students have learned the main idea of the lesson. The closure should be drawn from them. Ask them questions, ask them to summarize steps, to do another example, to apply information in a new situation or draw conclusions. You might make a link to the next lesson as well.

D. Follow-up activity: Independent Practice, Enrichment or Reinforcement:

You may give students a chance to do something independently which will give you a chance to do formative evaluation or to enable them to carry the activity further and apply learning in a personal way. This step makes learning more permanent. It could be an in- class activity which is completed later, a learning center, seat work, or home work.

E. Evaluation of the lesson and the teaching process:

How will you evaluate the lesson in addition to student achievement specified in your objective?

You will complete the evaluation after the lesson has been taught. It is a time for you to reflect on the lesson. What were the strengths of the lesson. What worked well? What were problem areas? How could you improve the lesson? What could you do differently if you were to teach it again? What is an alternate way to present the same material?