

Elementary Lesson Plan Template

Name:

Lesson Plan Title:

Grade Level:

1. Standards/Objectives

- National, State or District Standards
- Objective/s
- Prerequisite learning and/or key concepts

2. Materials and/or Technology Resources

- Description, quantity
- Distribution strategy
- Collection strategy

3. Procedures (Content Area Specific)

- Motivation/engagement
- Developmental activity
- Accommodation, modifications and differentiations for diverse learners
- Closure
- Extension

4. Student Assessment/Evaluation (Formative and/or Summative)

- Formative assessment of learning
- Summative assessment of achievement based upon objectives

5. Post Lesson Assessment and Reflection (*to be completed after the lesson*)

- Report the results (data) from application of assessments
- Reflect on the following: Strengths, concerns, and insights

Elementary Lesson Plan Description

I. Standards/Objectives

Curricular Standards: Please refer to the national, state or district standards, and write the standard number(s) and the standard(s) that your lesson is addressing: [Nevada State Standards](#) site.

Objective/s: Clearly state the [objective\(s\)](#) of the lesson. The objectives should be [SMART](#) (student-centered, measureable, attainable, reasonable, and teachable). What do you intend to teach? What do you expect students to know, do, understand or perform? Begin each objective with an observable verb, such as: model, explore, draw, diagram, write, predict, defend. (e.g.: Model addition with regrouping using base-10 blocks; defend predictions using story plot and illustrations.)

Prerequisite learning and/or key concepts: What previous learning experiences and/or key concepts are essential for students to succeed in this lesson?

II. Materials and/or Technology Resources

Description and quantity: List materials and/or technology resources needed to teach this lesson. Consistently use a variety of modes and materials (e.g. textbooks, web sites, handouts, teaching aids/supplies/manipulatives, overhead transparencies, PowerPoint, videos, guest speakers, etc. during the lesson?). Identify the quantity (e.g., 1 set of base-10 blocks for every three students) needed. You may also need to state location and ensure that they are working properly before instruction.

Distribution strategy: How are you going to get the materials out to the students? Will student helpers pass things out; will materials be on desks when students enter the room?

Collection strategy: How will you collect items?

III. Procedures (Content area specific)

Motivation/Engagement: Begin with an introduction to focus students' attention. This should reference prior knowledge, and, if appropriate, may serve as a pre-assessment.

Developmental Activity: List the activities you will use to teach the objective(s)/concepts. Include, if appropriate, teacher modeling/ demonstration; student modeling with teacher assistance; guided practice (individual and/or group); and independent practice. How are the students going to engage in the content (listening, observing, thinking critically, applying prior knowledge, creating, etc.) You may wish to "script" parts or at least include key words to

remind yourself what to do. How will this lesson help students meet the objective(s) of the lesson? (Information on [instructional methods](#))

Accommodation, Modifications and Differentiations for Diverse Learners:

How are you accommodating diverse learners? (e.g. special needs, English Language Learners, gifted, and, in general, students with differences in learning styles, readiness levels, interests and culture)? What modifications are you making for meeting the needs of diverse learners? How will you [differentiate instruction](#)?

Closure: [How will the lesson end?](#) How are you ensuring student understanding of links between current and prior learning? What can students expect in future lessons?

Extension: If the lesson or some students finish early, how can you extend this lesson to use the extra time productively? (e.g. an anchor activity) What homework connection (independent study and/or enrichment) can be incorporated?

IV. Student Assessment/Evaluation (formative and/or summative)

Formative assessment of learning: How are you assessing student understanding as the lesson progresses? Are you using effective questioning techniques? Are you also using higher-level questions to promote critical thinking? Do the assessments include sufficient variety of assessments such as Questioning models (e.g., [Bloom](#), [Elstgeest](#), [Divergent](#), etc.), learning logs, exit cards, etc.?

Summative assessment of achievement based upon objectives: How are you assessing whether students have achieved the stated objectives? Do the assessments include sufficient variety, e.g., traditional and alternative, to match the stated objectives. The assessment tools should be aligned to the instructional procedures and objectives of the lesson.

Data collection procedures for [formative and summative assessments](#) may include observations, interviews, graphic organizers, performances, products, tests, drawings, written communications, etc. Be sure to specify how you will collect the data and what data you plan to collect. For example, if you plan to "observe" students, be sure to identify what you are looking for and create a checklist for record-keeping purposes. If you plan to interview them, develop your questions. If you plan to assess an activity, product or writing, develop a rubric.

V. Post Lesson Assessment and Reflection (to be completed after instruction)

Report the results (data) from application of formative/summative assessments. How well did the students perform; did they achieve the objectives? Note students' strengths or weaknesses.

Reflect on the following: Strengths, concerns, and insights

1. Strengths: What went well? What would you do again? Why?
2. Concerns: What needs improvement? What would you change? How?
3. Insights: What did you learn about yourself as a teacher? What did you learn about students as learners?

