

*Cleveland State University**College of Education and Human Services***Standard Lesson Plan Format: Directions****Title of Lesson:** _____**Subject Area:** _____ **Grade Level:** _____**Date:** _____ **Period:** _____

Note: If you need more space, please use the back or attach an additional sheet and label accordingly.

- I. Goal/s:** Make one or more broad, general, visionary statement/s (not specific behavioral objectives) that describe your learning goal/s for this lesson. What is it you want students to learn and remember about this lesson – weeks, months and years from now? This is the essence of your lesson. (Discuss the goal of the lesson with the students)
- II. Relevant Standards/Benchmarks/Indicators:** Reference specific standards, benchmarks, indicators from state, district, and professional association documents. Reference your own specific, personal, professional goals for this lesson.
- III. Behavioral Objectives:** Write these in bullet point form, using Bloom’s Taxonomy. Indicate cognitive, affective and/or psychomotor behavioral objectives. Be sure the objectives are observable and measurable. Start your objectives with statements like, “Students will be able to...” Objectives **must** be measurable so the intern might collect data regarding the effectiveness of the lesson.
- IV. Materials:** List the materials that you and your students will use during the lesson (e.g., textbooks, overheads, color chalk, etc.)
- V. Pre-Requisite Knowledge:** List knowledge students will need from previous lesson to enable them to understand the content of this lesson and/or successfully complete the activity planned.
- VI. Procedures:** Identify how you will carry out the following parts of your lesson.
 - a. Set Induction – Grab student interest by using motivational strategies, stating expectations, reviewing information, creating scenarios, etc. The purpose of this segment of the lesson is to help students access and use prior knowledge and understand the cognitive framework they will develop.
 - b. Development – Explain (1) the content, concepts and/or skills that will be developed during this lesson and (2) the sequence of activities that the students will undertake to engage themselves with the material. Third (3), justify your choice of activities by articulating how they will enhance student learning of the material.

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- c. Question – List the questions you will ask (either in writing or orally) to clarify student knowledge, extend their understandings, and develop their reasoning. Try to build from concrete to more abstract questioning, helping students to understand concepts and build generalizations. Be sure to ask for reasoning, examples and clarification. Do not hesitate to use higher order questions.
 - d. Closure – How will you find a way out of this lesson or activity? Explain how this is a natural closure for this lesson.
 - e. Assessment – Summarize the daily and long-term assessment for this lesson. Is it being used: (a) to assess student knowledge? (b) to motivate students to learn? (c) to evaluate student knowledge? and/or (d) to determine the focus of the next lesson/s or unit? Explain how your assessment will give you the information you are seeking. List items that could be used as review or test items. These items should connect with the learning goals(s) and specific objectives. How does this assessment method ensure the students have learned the material and not guessed?

Assessment is an area in which many new teachers struggle. Teachers must be able to rely on collected data, usually through assessment, to guide their future lessons. Formative assessments, those conducted as a part of each lesson plan, should be implemented on a daily basis. Summative assessments, those conducted at the end of a unit to indicate student mastery, should be implemented when students have successfully navigated the summative assessments. A good teacher will use formative assessments as an indicator of students learning the material as well as the effectiveness of the teaching before moving on to the summative assessment. While many new teachers might assume the word assessment refers to a test or quiz, there are many other methods for collecting relevant data that indicates mastery.

- VII. Follow up:** What will take place during subsequent lessons that extend this lesson? State any homework assignment or other activities that were used to reinforce information or skills developed in this lesson. How will you assess what was learned in the future?
- VIII. Reflective Self-Evaluation:** Ask yourself one or more open-ended and reflective questions. Critically assess the procedures of the lesson and the appropriateness of the materials used. Consider your delivery or “presence” in the classroom and ways to improve these. Is there a tension between what you believe should work “in theory” and how it worked “in practice”? What was the strongest part of the lesson? What would you change? How did the students react to the lesson? Be able to tell one thing you could do to ensure learning.
- IX. College or Licensure Program Outcomes Addressed**

Teacher as a Responsive, Reflective Professional: A Partner in Learning

Cleveland State University

College of Education and Human Services

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III. Behavioral Objectives:

IV. Materials:

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- a. Set Induction –
- b. Development –
- c. Question –
- d. Closure –
- e. Assessment –

VII. Follow up:

VIII. Reflective Self-Evaluation:

IX. College or Licensure Program Outcomes Addressed