



NEVADA STATE COLLEGE TEACHER PREPARATION PROGRAM LESSON PLAN FORMAT

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|---|
| Description of Classroom: |
| Background: |
| Content Objective(s): |
| Language Objective(s): |
| Common Core State Standards (Math & ELA Content) and/or Nevada Power Standards (with standard numbers referenced): |
| Key Vocabulary: |

Best Practices: *(put an X next to those that you address in your lesson)*

| | | |
|---|--|---|
| Preparation <input type="checkbox"/> Adaptation of content <input type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Strategies incorporated | Scaffolding <input type="checkbox"/> Modeling <input type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Verbal scaffolds <input type="checkbox"/> Procedural scaffolds | Grouping Options <input type="checkbox"/> Whole Class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent |
| Integration of Processes <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing | Application <input type="checkbox"/> Hands-on <input type="checkbox"/> Authentic (Meaningful) <input type="checkbox"/> Linked to objectives <input type="checkbox"/> Promotes engagement | Assessment <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral |

Teaching Strategies:

Warm Up Activity:

Lesson Sequence:

Accommodations:

Supplementary Materials:

Review/Assessment:

Reflection:



NEVADA STATE COLLEGE
TEACHER PREPARATION PROGRAM
EXPLANATION OF LESSON PLAN COMPONENTS

Description of Classroom:

(e.g., grade level, type of class, demographics, age range, gender)

Background:

The context of how this lesson fits into the curriculum in which you are teaching. (e.g., beginning of a unit of _____; a review at the end of a unit on _____). Number of days of lesson. Students' stage of learning relative to the content (i.e., acquisition, proficiency, maintenance, generalization)

Content Objective(s):

What will you teach? Include the 3 components of an objective (student, behavior/skill, and criteria).

Language Objective(s):

How will the students show you they learned it (listening, speaking, reading, writing? Tip: effective lessons integrate reading and writing.)

Common Core State Standards (Math & ELA Content) and/or Nevada Power Standards (with standard number):

*Refer to *CCSS, ** CEF, ***Nevada Power Standards and Benchmarks, Syllabi*

**Common Core State Standards need to be used for Math, ELA, and ELA standards within History, Social Studies, Science, and Technical Subjects. (www.corestandards.org)*

***Curriculum Essentials Framework*

(<http://sekids.ccsd.net/teacherresourceswebsite/curriculum/curriculumessentialframework.htm>)

****Nevada Power Standards and Benchmarks can be used to support history, social studies, science, and technical subject content (<http://doe.nv.gov/standards.html>).*

CCSS is used to support ELA within the content area. Teachers in these areas will use one of each standard (CCSS and Nevada Power Standards).

Key Vocabulary:

What are the powerful words that will help students understanding of content?

EXPLANATION OF LESSON PLAN COMPONENTS (CONTINUED)

Best Practices: *(put an X next to those that you address in your lesson)*

| | | |
|--|---|--|
| <p style="text-align: center;">Preparation</p> <p><input type="checkbox"/> Adaptation of content</p> <p><input type="checkbox"/> Links to background</p> <p><input type="checkbox"/> Links to past learning</p> <p><input type="checkbox"/> Strategies incorporated</p> | <p style="text-align: center;">Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input type="checkbox"/> Guided practice</p> <p><input type="checkbox"/> Independent practice</p> <p><input type="checkbox"/> Verbal scaffolds</p> <p><input type="checkbox"/> Procedural scaffolds</p> | <p style="text-align: center;">Grouping Options</p> <p><input type="checkbox"/> Whole Class</p> <p><input type="checkbox"/> Small groups</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Independent</p> |
| <p style="text-align: center;">Integration of Processes</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p> | <p style="text-align: center;">Application</p> <p><input type="checkbox"/> Hands-on</p> <p><input type="checkbox"/> Authentic (Meaningful)</p> <p><input type="checkbox"/> Linked to objectives</p> <p><input type="checkbox"/> Promotes engagement</p> | <p style="text-align: center;">Assessment</p> <p><input type="checkbox"/> Individual</p> <p><input type="checkbox"/> Group</p> <p><input type="checkbox"/> Written</p> <p><input type="checkbox"/> Oral</p> |

Teaching Strategies:

(e.g., KWL, reciprocal teaching, cooperative learning, mapping, mnemonics, Blooms Taxonomy, questioning.) List all the strategies you use in your lesson sequence below.

Warm Up Activity:

Anticipatory Set

Lesson Sequence:

Presentation, guided practice, application, informal assessments/progress monitoring.
 Your strategies may be executed in the form of activities.

Supplementary Materials:

What materials will support the lesson and increase students' understanding?

Accommodations:

What accommodations are needed to support students with learning challenges or students who require advanced instruction?

EXPLANATION OF LESSON PLAN COMPONENTS (CONTINUED)

Review/Assessment:

Rubrics, feedback to students, observations, surveys, ticket out the door, student reflections, student response journals, quizzes, tests. How did your assessment measure your objective?

Reflection:

How did your lesson go? What worked? What did not work well? What will you do differently next time? How will your assessment data affect subsequent planning?