



**University of Arizona South  
Master of Education  
Lesson Plan Format**

**Name:**\_\_\_\_\_

**I. Mental planning stage: (these are what teachers *mentally* consider before writing any plans on paper):**

1. What should students be able to know, understand, and do as a result of the lesson?
2. How will you know if students have achieved the desired result of the lesson?
3. What knowledge and skills will students need to effectively demonstrate in order to achieve desired results of the lesson?
4. What will need to be taught and coached, and how should it be taught, in light of the performance goals?
5. What materials and resources are best suited to accomplish the learning goals?
6. Have you thought out the overall design and flow of the lesson, including pertinent questions to be asked, a coherent beginning, middle and closure, modifications behavior expectations and transitions? It might be helpful to visualize the lesson.

**II. Written planning stage:**

DATE:\_\_\_\_\_ GRADE\_\_\_\_\_

LEVEL:\_\_\_\_\_

TITLE:\_\_\_\_\_

**OBJECTIVE(S):**

Students will understand that:

Students will know:

Students will be able to do:

## ALIGNMENT OF OBJECTIVE(S) TO STATE CONTENT AREA STANDARDS

Content Area:

Standard Label:

Grade Level Span:

Performance Indicator(s):

Rationale:

ASSESSMENT: What evidence will show that students know, understand, or are able to do objectives/meet Arizona standards? (Performance tasks, projects, quizzes, tests, prompts, work samples, dialogues, observation with specific criteria in mind, student self assessment, etc.)

- How will you know what students have learned?
- What tools will you use to gather evidence?
- What process will you use to gather the information?
- How does your assessment address both objectives and content area standards?

Assessment for Learning (Formative) - Ongoing assessments provide information to guide teaching and learning for improving learning and performance. Formative assessment include both formal and informal methods. **Feedback** is an important and critical component when utilizing assessment for learning.

**Examples:** Quiz, oral questioning, observation, debates, discussions, draft work, dress rehearsal, portfolio review, dialogue checklist, reflections, journals, blogs.

• **Pre-Assessment (Diagnostic)** - Assessment that precedes instruction, checks students' prior knowledge and identifies misconceptions, interest and learning style preferences. Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction.

**Examples:** Pretest, Pre and Post student survey, skills check, K-W-L (What I **K**now - What I Want To Learn - What I Have **L**earned)

Assessment of Learning (Summative) - Culminating assessment are conducted at the end of a unit, course, or grade level to determine the degree of mastery or proficiency according to identified achievement. Summative assessments are evaluative in nature, generally resulting in a score or a grade. **Examples:** Test, performance task, final exam, culminating project or performance, prompts, work portfolio, wiki, podcast, digital stories.

• **Authentic Assessment (Performance)** Authentic assessment is composed of Performance

Tasks designed to simulate real life challenges. The heart of authentic assessment is realistic performance-based testing - asking students to use knowledge in real-world ways, with genuine purpose, audiences and **GRASPS** elements to design a performance task. **GRASPS** - **G**oal, **R**ole, **A**udience, **S**ituation, **P**roduct/**P**erformance and **S**tandard. Formative (Assessment for Learning)

**PRIOR KNOWLEDGE/SKILLS:** What will students need to *already* know or be able to do in order to meet the objectives?

**INTEGRATION OF SUBJECT MATTER:**

• What different content areas will you incorporate in this lesson? (For assistance you might find this link useful: [Literacy of Me](#))

- What skills are you reinforcing?
- Following this lesson will the topic be reinforced in other content areas?

**GROUPINGS:**

- What criteria will be used to determine the groups, teams, or partners?
- What roles will each member have throughout the learning activity?
- How will you assess the work of the individual member?

**DIFFERENTIATED INSTRUCTION STRATEGIES:** What differentiated strategies will you use to address varied learning styles and multiple intelligences and to actively engage ALL students?

\* How will you teach the content to students and ensure all students are learning?

\* How will you use Type II technology to enhance student learning?

**Verbal** - How can I include reading, writing and speaking?

**Logical** - How can I include numbers, classification, critical-thinking and calculations?

**Visual** - How can I include visuals, colors, art, graph and pictures?

**Intrapersonal** - How can I include private learning time and student choice?

**Interpersonal** - How can I include group work, peer sharing and discussions?

**Kinesthetic** - How can I include movement, exercise, drama and crafts?

**Musical** - How can I include music, sounds, rhythms and dance?

**Naturalist** - How can I include human beings to recognize, categorize and draw upon certain features of the environment?

**MODIFICATIONS/ACCOMODATIONS:** What accommodations will be employed to assist students with specific academic/behavioral needs? (This is where you place your statement on those with IEPs/504s)

- How will you meet the needs of all students?

- What are the mandatory changes you'll make? From IEP's, 504's, ELL ?

*( I will review student's IEP/504 and make appropriate modifications and accommodations.)*

- What other changes will you make for other students?

EXTENSIONS: How will you challenge students to go beyond the task and content knowledge? What Type II technology (Blogging, Podcast, Wikis, Digital Stories, etc.) will your students use to go deeper into their learning? [Use: Technology Integration Link by Content-2.doc](#) for assistance.

- What activities do you have in place for this?
- What are other resources you'll have available?

MATERIALS, RESOURCES, and TECHNOLOGY:

- What resources will you need to gather prior to teaching? For students?
- List what you'll need to gather for the lesson from outside the classroom.
- What do you need to do in order to be ready to use technology?
- How will materials be distributed?

Teacher materials:

Student Materials:

SOURCE FOR LESSON PLAN AND RESEARCH:

- Indicate where this lesson came from (ex. mentor, book, website, self).
- Describe how you made the lesson your own.
- Include the resources you used to prepare.

LESSON: See DETAILS of LESSON PLAN:

ARIZONA STANDARDS FOR INITIAL CERTIFICATION: I am meeting the following standards through this lesson plan:

**Standard 5:** The Teacher collaborates with colleagues, parents, the community, and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post-secondary education. The performance assessment shall measure the extent to which the teacher:

5.2 Collaborates with other professionals and agencies to improve the overall learning environment for students

5.3 Accesses community resources and services to foster student learning

5.5 Collaborates with colleagues to meet school and district goals

**Standard 7:** The Teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards:

7.1 Skills and concepts related to the subject area

7.1b At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she being certified to teach

7.3 Debates and processes of inquiry that are central to the discipline

7.5 Connections between knowledge of the subject areas and real life situations at the level of the students being taught

**Standard 8:** The Teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning. The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

8.4 Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals

8.6 Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community of student learning

8.7 Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work

8.8 Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts

8.11 Services and resources to meet the needs of exceptional children and how to access the services and resources

8.12 Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system

8.13 Laws and ethics related to student, parent, and teacher rights and responsibilities

## **DETAILS OF LESSON PLAN**

### **The Step by Step Learning and Teaching Sequence**

This section shows the detailed script of the lesson. Lay out everything you will do as you work

with students; including how long each activity/transition will take. Standards and type II technology are integrated throughout the lesson. Continually ask yourself: could a substitute, administrator or colleague lead this lesson by the information available here? **Plan out every element of the lesson:** Anticipatory set, Behavior expectations, Transitions, Distribution of Materials, Group Work, Closure (these should be sub titles within the lesson. Outline your agenda including each time frame for each activity.

### **PARAGRAPH ONE:**

Describe your classroom arrangement

Describe **Where** students are going (**Students will understand that...**),

**Why** (reason for learning this content and how does it connect to real-life),

**What** State Standard(s) (is/are required of them after this lesson regarding showing evidence of learning).

In short, orient your reader - explain your plan as if an administrator were present and evaluating you; or a substitute had to lead this lesson and had no background regarding your discipline, classroom, etc. You want everything written in the plan so there are no questions or confusion on the part of the person evaluating.

### **ANTICIPATORY SET:**

*Definition:* A brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective. Sometimes this is referred to as the hook, bell ringer, sponge activity, activity 1. Anticipatory set is the proper professional term. It is expected that preservice educators demonstrate expertise with the nomenclature of the profession.

**What is the purpose of an AS?**

- To involve all students, focus everyone's attention, whet appetites.
- To make sure everyone's on the train, and knows where it's going, before it leaves the station.
- Bait the hook in order to catch the fish.
- Also needed after interruptions, to refocus attention on the learning objective.

**How long is AS?** As long or short as necessary.

**What does AS include?**

- The anticipatory set should be designed to have direct relevance to the instructional objective, whether that objective is implied or stated in the set.
- AS may include review of significant or related information to establish **continuity** with previous lessons; allusion to **familiar** frames of reference; or demonstrations to ground the lesson in **concrete** operations.
- AS provides students with a **label** for the lesson; vocabulary, name, title, overall direction or context for the objective of the lesson.
- AS allows the student to know which hook on the hat-rack to reach for when recall of the lesson may be needed.

**Methods:** Question(s); demonstration (especially one with a result the students do not expect); story or anecdote; pertinent news item; role-playing; modeling/visualization; quiz. Be creative in planning your anticipatory sets!

Describe how you are going to **Hook** your student with the anticipatory set.

### **PARAGRAPH THREE:**

Describe your instructional process to **Equip** students with the knowledge (**Students will need to know....**)

How are you going to deliver instruction and interact with your students, so all students are learning.

How will you check for understanding?

Describe all your content in this paragraph or attach teacher content notes.

### **PARAGRAPH FOUR:**

Describe how you will have students now **Explore/Experience** the Knowledge using high-order thinking.

Describe the Facet (**Students will be able to do...**) and how you will facilitate the learning process.

How will you group your students? What roles will you assign?

Describe the process you will be using to have them show evidence of learning.

What opportunities will students have to **Rethink, Revise and Refine** their product?

### **PARAGRAPH FIVE**

Describe how students will self-assess.

How will you provide timely feedback to students?

How does all this connect to any homework assignment and to the next lesson and to future assessment?

### **CLOSURE:**

*Definition:* A natural stopping point in the lesson or especially at its end, which points back to the objective and captures its relevance to the unit. Closure keeps the big picture in view, either by relating the objective to other fields or topics, or by raising a related question to ponder in anticipation of the next lesson. Closure ensures that the objectives are met and applied, as students reapply or label the lesson for themselves.

- Closure is **NOT a summary or recapitulation of the lesson!** If a summary is necessary, at the very least let students do it.
- Closure is a commencement of life in light of the lesson. With closure you pass the torch to the learners, who are now the doers and teachers of the objective.
- **Closure is not a teacher activity, but an act of the learner.** Students internalize the lesson in closure; verbalize it to themselves or to each other for increased retention and to facilitate transfer.
- Closure refocuses students' attention on the objective. Answering a question related to the objective, or performing an activity that confirms mastery of the objective gives students the opportunity to recognize what they have learned.

- Closure is like looking back upon the trail so that one knows which way one has come. The lesson may have made perfect sense as long as the teacher was leading the class; closure is necessary to ensure that the learners have become future teachers, able to lead other learners along the same trail.

Purpose of closure:

- To ensure effectiveness of learning (not thoroughness of presentation).
- To allow students to demonstrate their successful engagement of the lesson.
- If a summary is necessary, ask students to do it.
- Students reapply lesson; internalize or verbalize it for retention and transfer (the latter makes for effective closure questions).
- Keep the big picture; associate title or name of lesson with concepts learned.
- To make sure they know which train they were on, and where they have got off.

Planning effective closure activities takes time! Don't save it until later: build it into the lesson plan. Never give up on a lesson and quit before some kind of closure activity.

**BACK UP PLAN:** Describe in detail the plans(s) you have in place in case something does not operate as scheduled. If technology does not work? If there is a disruption in the flow of the class (fire alarm, etc). If you cannot get the copies made in time or left them at home? What provisions have you made for the lesson to still run smoothly and effortlessly?

---

In creating you lesson, think about the WHERE TO'S

- (W) Know Where they're going (the learning goals and state the understanding), Why (reason for learning the content and how does it connect to real life?) and What is required of them (learning objective(s)), performance requirements and evaluation criteria) What evidence (product/artifact) will show their learning?
- (H) Be Hooked engaged in digging into the big ideas (e.g., through inquiry, research, problem-solving, experimentation)? How will you hook and engage the learners? In what ways will you help them connect the desired learning to their experiences and interests?
- (E) Have adequate opportunities to Explore and Experience big Ideas and receive instruction to Equip them for the required performance? What learning experiences will help develop and deepen understanding of important ideas?
- (R) Have sufficient opportunities to Rethink, Rehearse, Revise, and Refine their work based upon timely feedback? How will you encourage the learners to rethink previous learning? How will you encourage ongoing revision and refinement?
- (E) Have an opportunity to Evaluate their work and set future goals? How will you promote students' self-evaluation and reflection?
- (T) Tailored and flexible to address the interests and learning styles of all students. How will you tailor the learning activities and your teaching to address the learning profiles and interest of your students?
- (O) Organized and sequenced to maximize engagement and effectiveness. How will the



learning experience be organized to maximize engaging and effective learning using higher order thinking?

**REFLECTION:**

This portion is completed once you have taught the lesson.

- Did your students meet the objectives?
- How did you know?
- What would you change?