

Title of Lesson

Purpose and Objectives:

Why is teaching this lesson important? What will students gain from it?

What is your reason for teaching this lesson? Your objective(s)? Choose skills that truly fit, they should not have to stretch to fit. Indicate on the lesson plan where these skills are being addressed. *Name those that correlate with your purpose.*

State Standards:

Pre-requisite Skills

What skills does the student need to know to participate and be successful in this lesson?

Materials:

Readings, books, handouts, manipulatives, props, equipment, **and technology**...Remember to indicate quantities.

Teaching and Learning:

(It helps to determine an estimated amount of time for each section of teaching and learning.)

Anticipatory Set/Engagement:

Describe how you will activate prior knowledge to facilitate students' making the connection between what they know and what is being taught.

Instructional Steps: Model, Prompt, Check

Provide information in a simple to complex sequence

Model (show students what is expected of them)

Check for student understanding (ask questions on a variety of ways)

Guided practice (monitor student practice carefully)

Independent practice (students practice by themselves)

Follow-up Activity/Application:

In this section the students should be required to **apply the skill or idea** that they just made sense of in a way that helps them summarize what they have learned. It can be a stand alone activity that allows students to practice the skill or idea. **Maintenance and Generalization:**

How will you make sure that the student will retain the knowledge and apply it across environments?

Differentiation:

Differentiation: In what ways will you meet the needs of a diverse group of learners (including those students with special needs)?

Curriculum-Based Evaluation/Assessment:

Your evaluation **should match the objective of the lesson**. It should be meaningful to you as the teacher. In other words, how will you be able to assess student learning, assign a grade, etc. (Ask yourself, "How will I know if they got it or not, what will I measure and how will I document the outcome?" Address what kind of feedback you will give them. Ex: With comprehension, you might use a rubric or check list to record results, and give oral feedback through discussion.)

Recording student performance

What are your plans for recording and maintaining student performance data?

References: (if needed)

If the lesson idea is not your original work, then acknowledge your source(s). In other words, give credit where credit is due. You may not use a lesson from another source unless you have adapted it.