

# Lesson Plan Components

## 1. Information

Your Name, School Name, Grade Level, Subject/Content and Date Lesson is Taught

**2. Standard(s)/Vocabulary/Objective(s)** (Understanding content knowledge and resources in academic disciplines: English language arts; mathematics; concepts of physical, life, and earth/space sciences; social studies; the performing arts (dance, music, theatre) and the visual arts; and health and physical education [ACEI 2.1-2.7]; Using own knowledge, appropriate content standards, and other resources to design, implement and evaluate meaningful and challenging curriculum for each student [ACEI 1.0])

Standards: The Standard(s) is/are carefully aligned with the National Standards, Common Core State Standards, and South Carolina Academic Standards for content area(s) (English language arts; mathematics; concepts of physical, life, and earth/space sciences; social studies) that directly connect to the lesson (ACEI 2.1-2.4, 2.6).

Vocabulary: Vocabulary should include language specific to the content area(s) taught in this lesson (ACEI 2.1-2.4, 2.6).

Objective(s): In the appropriate column (Objectives) on the lesson plan template, simply **state** the objective(s) of the lesson (The student will...). Think about what you want students to know and to be able to do at the end of the lesson. How will this move the students toward achieving the Learning Goal [narrows the standard(s)]? Each objective must meet the S.M.A.R.T. criteria (Specific, Measurable, Attainable, Relevant, and Timely) (ACEI 2.1-2.4, 2.6).

**3. Assessment** (Knowing, understanding, and using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student [ACEI 4.0]; Using technology in documentation, assessment and data collection]; and creating instructional opportunities that are adapted to diverse students [ACEI 3.2])

Assessment: In the appropriate column (Assessment Tool) on the lesson plan template, simply **state** the assessment tool you will use (i.e., rubric, rating scale, checklist, worksheet, test, observation notes). Choose valid tools and approaches (formative and summative) that are developmentally appropriate in relation to goals, objectives, and student's diverse characteristics (i.e., cultural, linguistic, disabilities [ACEI 4.0]). In the appropriate column (Mastery Level, Performance Level, or Criteria), indicate the mastery level, performance level or criteria that you will consider acceptable. Make sure to **attach** your assessment instrument and scoring key or criteria to the lesson plan.

**4. Materials/Resources/Equipment/References** (Using own knowledge, appropriate content standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each student [ACEI 3.4])

Materials/Resources/Equipment/References: List **all** the materials/resources/equipment you will use in the lesson (ACEI 3.4). Be sure to include copies of the materials and/or resources you will use (worksheets, word lists, game directions, etc.). Describe materials/resources/equipment that cannot be included with the lesson plan (books, articles, video title, SmartBoard, etc.).

References are cited using APA. DO NOT use another person's ideas or words without citing the

source). Borrowed material must not appear to be your original work.

**5. Effective Instructional Approaches, Strategies, or Tools** (Planning and implementing instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community [ACEI 3.1] including appropriate uses of technology; and understanding and using a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving [ACEI 3.3])

**\*Imbed and BOLD transitions throughout this section of your lesson. If possible, remember to connect the transition to the lesson in order to stimulate student interest (ACEI 3.4, 3.5).**

Introduction to lesson: Describe how you will “hook” or grab the learner and make the lesson relevant. How will you activate students' prior knowledge? The introduction should only last about 5-10 minutes. Be sure to provide a time estimate (ACEI 3.1).

Procedures: This is the “meat” of the plan and should match objectives. Include enough detail so that anyone could follow your plan. Include curricular structures or (instructional) strategies (i.e., whole class, small group, individuals) to address your objectives. Remember to be **very** specific in this section. Make connections clear to students. How does all the information fit together? Get whatever is in your head on paper. Make sure the CONTENT is EVIDENT!! Be sure to provide a time estimate (ACEI 3.1-3.5)

Closure: You should summarize the lesson and if appropriate, provide a transition to the next lesson. How will you wrap up for the day and provide one last opportunity for students to process the day's lesson? Closure should take about 5-7 minutes. Be sure to provide a time estimate (ACEI 3.4, 3.5).

**6. Differentiation of Instruction** (understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students [ACEI 3.2]; Using own knowledge, appropriate content standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each student [ACEI 3.4])

**EVERY** class has learners of differing abilities and needs (refer to contextual factors information), so make sure you address them here and be student-specific (ACEI 1.0, 3.2). Accommodations, Extensions and/or Modifications will detail how you will change the materials, procedures, or assessment (ACEI 3.2) to make sure you address all of the needs of **individual** students in your classroom (i.e., special education, ELL, below grade level, gifted/talented, early finishers). The 1) individual student (identify by student number), 2) his/her exceptionality, and 3) how you will address it should all be included. *For example: Student #1's exceptionality (i.e. ADHD w/IEP goal, ESOL, gifted and talented, etc.) is \_\_\_\_\_. For this student, I will \_\_\_\_\_.*

Accommodations: Explain how you will provide minor scaffolds to help specific children be successful with content and/or behavior.

Modifications: Explain how you will modify your objective and/or assessment to help specific children be successful with content and/or behavior.

Extensions: Explain how you will provide planned activities that relate to concepts being explored for specific children who finish early and/or to challenge their critical thinking skills.

**7. Analysis of Student Learning – Reflect AFTER you teach your lesson** Knowing, understanding, and using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical

development of each elementary student [ACEI 4.0]; Using technology in documentation, assessment and data collection]; and creating instructional opportunities that are adapted to diverse students [ACEI 3.2]).

Analysis of Student Learning: In narrative form, discuss what you learned about your students. How did you know if lesson objectives were attained and by whom? Base your analysis on specific student data (i.e., scoring rubrics, checklists, observations, interviews, worksheets, etc.). Quantify the results and analyze and discuss the data. Make sure to address **which** objectives were met and to **what** extent. Also address those objectives not met and how this will inform your instruction. Note the content that should be re-taught and to whom. What would you change to increase student learning, especially in lower performing students? How did you provide enrichment to extend student learning?

**8. Reflection – Reflect AFTER you teach your lesson** (Reflecting on own practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally [ACEI 5.1])

Reflection: In narrative form, discuss what **you** learned from teaching the lesson. What went well (or not)? How were challenging behaviors addressed? How were student's individual characteristics, needs and interests taken into account? What could you have done differently? How effective were the instructional strategies used in the lesson? Would another instructional strategy have a greater impact on student learning? Explain. What did you learn about yourself as a teacher? Lastly, identify areas for your professional growth and resources that you might use to gain deeper understandings.