



LEWIS-CLARK STATE COLLEGE ▸ SECONDARY EDUCATION
PREPARING CARING PROFESSIONALS WHO TEACH FOR UNDERSTANDING IN COMMUNITIES OF LEARNING.

Lesson Plan

Student	Grade level	Date
Lesson/Unit title	Subject	Time/Period

Curriculum standards: State the appropriate content or curriculum standard (State, national or professional organization) addressed in the lesson.

What standard(s) does this lesson teach to? Think in terms of both State and District standards.

Instructional objectives: State your expectations of student skills based on the experiences you provide. Objectives should represent a variety of cognitive levels each tied to one or more specific instructional strategies and assessments in your plan.

Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?

Terms, concepts, or vocabulary:

Identify the vocabulary/literacy skills (Listening, Speaking; Reading; Writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English language learners.

Learning materials:

List all the special materials you'll need for the lesson.

Adaptations: Describe your plan to ensure the success of each of your students identified as having special needs, advanced students, etc.

Teacher will create groups with a mix of higher and lower achieving students

Add as much detail as you need. Depending upon the teaching method you choose to use, you will need to adapt the instructional strategies to reflect the teaching steps of that particular teaching method.

Instructional strategies: Describe below the instructional experiences that you will provide for your students including:

- introductory activity (activate prior knowledge, motivate, focus)
- body of lesson to include differentiation of instruction for individual interests, abilities and special needs
- closure (review what was learned today and what will happen next time)

Teacher behaviors: <i>What will you do?</i>	Student behaviors: <i>What will students do?</i>	Timeline:
A. Focus/Motivation (Introductory) <i>How will you gain students' attention, build interest in the lesson, and introduce the topic?</i>		
B. Development (Body) <i>How will you develop the content related to your objective? Who's going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).</i>		
C. Closure <i>How will you bring the lesson to a close? How will you have students identify what the lesson's learning was?</i>		

Assessment: Describe how you will know if each of your objectives was met during the lesson. Be sure to include each assessment activity in your instructional strategies.
<i>How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).</i>

Lesson Reflection/Evaluation: <i>Reflect on your lesson after teaching it using the guidelines provided.</i>
<ol style="list-style-type: none"> 1. <i>To what extent did students master the objective?</i> 2. <i>What parts of the lesson were particularly effective?</i> 3. <i>What changes would you make in this lesson?</i>

Add as much detail as you need. Depending upon the teaching method you choose to use, you will need to adapt the instructional strategies to reflect the teaching steps of that particular teaching method.