**BHSU School of Education Lesson Plan Format** (Revised July 2013)

**PART A: PLANNING**

Grade Level: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Lesson is Taught (if Applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Targeted Content: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Integrated Content: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For Lessons Taught: # of Students \_\_\_\_\_\_ # of Boys \_\_\_\_\_\_\_ # of Girls \_\_\_\_\_\_\_

# of IEP Students \_\_\_\_\_\_\_\_ # of ELL Students: \_\_\_\_\_\_\_\_ # of High Ability Students \_\_\_\_\_\_\_\_

State Content Standard and/or Common Core Standard(s):

This should be the content area, grade level and letter/number identification; the actual standard(s) should be written under this heading. Divide the standards into the following two categories:

*Target Standard(s)*: List the standard(s) you will be assessing through this lesson

*Supporting Standard(s)*: List other standard(s) you will be addressing through this lesson (may or may not be assessed)

Instructional Setting: Check all that apply:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Whole Group |  | Centers |  | Other (list) |  |
| Small Group |  | Workshop |  |  |  |
| Individual Student |  | Lab |  |  |

Lesson Focus: Clearly articulate the focus of the lesson. Describe the focus in 1-2 sentences.

Learning Outcome(s):

The outcome should begin with, “As a result of this lesson, students will...” or could start with the HOW “Using algebra

tiles, Comparing two maps, …” The outcome(s) must include: WHO-ACTION VERB-WHAT-HOW- HOW WELL

Assessment Measures:

List assessments that will be used during and/or after the lesson. Divide them into the following two types of assessment:

*Formative Assessment(s)*: assessment that takes place during the lesson

*Summative Assessment(s)*: assessment that takes place after the lesson

Please note: You may or may not complete a summative assessment for the lesson, but you will need to include formative assessment measure(s).

Differentiation: Describe how you will differentiate content, process and/or product for specific students during this lesson.

Materials: List all of the materials necessary for delivering instruction include the list of materials ready like the page of a student book and the materials to prepare such as copies, equipment to set up, manipulatives, etc.

**PART B: DELIVERY OF INSTRUCTION**

Introduction: Describe how you will engage the students.

Procedures for Teaching and Learning:

Describe how the lesson will be implemented in a numbered, step-by-step list. There are several ways in which you might formulate your list of steps. It will depend on the content you’re planning to teach. For example, you might include the steps of the Gradual Release of Responsibility if you’re teaching students to read or write. You might take the 5E inquiry approach to formulating your list. You might include steps for teaching in a workshop format. No matter the framework, make sure that your steps are sequenced, detailed, and organized.

Closure: At the end of the lesson, engage in a closure to help students connect what they have learned to the real world. Allow students time to expand on what they learned by applying it to real world situations or making connection to their own life.

Assignment: Optional