BHSU Lesson Plan Format

Content Area or Course:
Grade Level:

South Dakota State Content Standard:

This should be the content area, grade level and letter/number identification; the actual standard should be written under this heading.

Guiding Question:

What question is guiding your instruction? Use your content standards to think about the students' learning.
For example, a guiding question for the lesson might be:

- *What do my students need to understand in order to locate points of interest on a map?*
- *What do my students need to know in order to convert decimals to percent?*
- *What does Lee need to understand in order to use the beginning letter when reading?*

Learning Outcome(s):

Should begin with "As a result of this lesson, the students can…"

The outcomes must include: WHO - VERB - WHAT – HOW (the A-B-C-D Model)

Assessment:

Describe how the student data will be collected. What will you collect or record so you have concrete evidence to evaluate?

Evaluation:

Describe how you, as the teacher, know the learning outcome has been met? How you will judge the data? A rubric? A checklist?

Differentiated Instruction for Learning: Identify the differentiation elements you will incorporate to assist all learners.

Content	***Process***	***Product***

Materials:

Teaching and Learning Procedures:

- *Introduction – A concrete question or example which will activate prior knowledge in relation to the lesson plan's learning outcomes. The introduction captures the students' attention and sets the stage for the academic content. It is a time to assist in **activating prior knowledge** and begins the learning scaffold.*

- *Purpose of the Lesson – This is a statement to the students that **sets a purpose** for the new learning that will follow.*

- *Procedures of the Lesson* – Describe how the lesson will be implemented in a step-by-step list. *(Step 1, Step 2, etc...)*

- *Transition – This is a statement by the teacher that scaffolds learning from concrete to abstract – it connects the learning to the real world.*

- *Closure* – The students are asked to apply the learning to their world or reflect on what has been learned. It takes *the student from today's learning to the future…how they should apply this learning when they are working independently. "Why did we do this lesson today?" Answers need to reflect how the information will be used in the future lessons and/or in authentic situations.)*

Assignment: (Optional)

*After you have presented the lesson, you **may** assign the students a task.*

Reflection:

(Was the lesson effective and how do you know? What does this lesson suggest needs to be addressed in the following lesson?)