Sample Lesson Plan Template
(Completed in LiveText)

Name of Lesson

Standards

Resources

LESSON DETAILS

Concept/Skill

Target Audience

Objective

Objective: This is a statement of what the students will be able to do as a result of the lesson. Use language students can understand. Write cognitive, affective, and/or psychomotor objectives which identify the pupil performance expected, the conditions under which the performance will occur, and the criteria for acceptable performance.

Focusing Activity

A short activity or prompt that focuses the students’ thinking on the learning experience, activates students’ prior knowledge, and creates interest. The teacher does the following:
- relates new material to students’ past experiences and prior knowledge
- poses questions to activate student thinking
- elicits students’ current questions and ideas about the topic or problem
- invites exploration of topic or problem
- motivates student interest in the topic
- makes note of the particular lesson objective

Purpose

Tell students what they are going to be able to accomplish and why the objective/s is/are important to them. Connect the focus of the lesson to the objective/s. Use language students can understand. Enable students to explain the purpose of the lesson in their own words.

Instruction

This is the heart of the lesson. Carefully build the leading questions, the concepts, and the vocabulary necessary for learning. Build a meaningful and interesting conceptual framework. Use a variety of methods, materials, and activities to accommodate the individual needs of all students. The teacher does the following:
- presents the instructional “meat” of the topic by introducing new and challenging ideas in a clear manner
- explains new ideas and experiences
- focuses on a particular objective, provides scaffolding
- identifies the needs of diverse learners, special needs students including the gifted, second language students and provides appropriate examples, models, and illustrations
- provides the concepts and demonstrates the skills necessary to fulfill the objective/s
- models new ideas
- invites student interaction, participation, and exploration
- checks for understanding throughout the Instruction
Modeling
Modeling occurs during the Instruction as the teacher provides specific examples, illustrations, and demonstrations. Modeling also occurs in preparation for the Task/Guided Practice. The teacher models the task which the students will undertake to demonstrate that they have met the objective/s. Modeling strategies do not stand alone. They are written into the Instruction and into the Task /Guided Practice sections of the lesson plan. The teacher does the following:
- provides visual, verbal, or concrete examples of key ideas
- demonstrates, illustrates, points to, etc., the specifics of the Instruction and of the process of the lesson objective
- provides clear and supportive directions and procedures
- creates in advance the product which will be the students’ task during the guided practice
- shows enthusiasm for the task (“Here is my poster, collage, brochure, paragraph, etc.!”)
- shares a rubric with the children so that they understand the benchmarks for success during the task.
Modeling strategies can be written into both the Instruction and the Task/Guided Practice sections of the lesson plan.

Checking For Understanding
Checking for Understanding occurs throughout the Instruction as the teacher questions the students and uses cues to be sure the students are comprehending. The teacher does the following:
- asks questions to assess comprehension
- asks students to provide examples
- asks students to rephrase or restate a new idea in their own words
- based on new knowledge, asks students to summarize
- based on new knowledge, asks students to predict
- invites questions from the students
- encourages students to evaluate and reflect
- utilizes non-verbal response opportunities
- utilizes cooperative learning strategies such as Think-Pair-Share or Numbered Heads Together (S. Kagan)
Checking for Understanding occurs throughout the guided practice as the teacher monitors student work and looks for evidence that the students are “catching on”. Check points for student understanding can be written into both the Instruction and into the Task/Guided Practice sections of the lesson plan.

Task/Guided Practice
Procedures, directions, a rubric, and specific guidance are given to the students so that they are able to perform the task or complete the project and practice the new concepts/ ideas/ skills which have been taught. The task is designed as a way for the students to respond to the instruction which they have experienced. Student performance of the task enables the teacher to evaluate the students-mastery of the concepts and confirm that they are meeting the objective/s. The task and guided practice are the major “checks for understanding” of the lesson. The teacher does the following:
- provides tasks (activities by which the students can respond to and practice the new learnings) which allow the students to demonstrate their mastery of the objective/s and goals
- monitors student work
- provides assistance
- applies the rubric to student work in an encouraging manner
- enables students to make corrections, improvements, and experience success
- provides alternatives in task expectations and in the rubric for diverse students
- reteaches main concepts and skills as needed
- continues modeling the new ideas and skills

Independent Practice
When students can perform without major errors, discomfort, or confusion, they are ready to develop fluency by working without the assistance of the teacher. (Include independent practice when appropriate.) The teacher may:
- provide further practice in the form of homework, center work, group work, independent projects
- facilitate independent study or practice of the topic according to individual interests
- facilitate cooperative groupwork according to students’ interests

Conclusion
Bring the class back together for a review and summary of the lesson, reinforcement of key concepts, and sharing of student work. Celebrate what has been achieved. Enable students to express how they have met the objectives and fulfilled the purpose of the lesson. Encourage students to share their unique discoveries and creations. Relate this work to previous lessons. Anticipate the next lesson.
Student Evaluation
Plan evaluation/assessment prior to the lesson presentation correlating the lesson objective/s with the evaluation procedure and with the task which you will assign. Apply your rubric. A student’s level of performance must be measurable. Examples are: checklists, finished products, portfolios, quizzes, oral presentation, constructions, written work of all kinds. Student behaviors and student work produced during the guided practice and independent practice enable the teacher to evaluate the success of the lesson.

Teacher Evaluation
The teacher will reflect upon the procedures and techniques which she/he has used for this lesson. She/he may ask:
- What conditions contributed to the success or failure of this lesson?
- How did I assure the high quality of this lesson?
- How did I promote higher order thinking during this lesson?
- What evidence do I have of the students’ sincere interest in this topic?
- How do I enable diverse students to achieve mastery of the objective/s?
- How do I know that the students achieved the objective/s?
- What evidence do I have to prove that the students achieved the objective/s?
- What alternative strategies do I have at hand for diverse learners, special needs students including the gifted, second language students?
- What alternative strategies do I have at hand for reteaching this lesson?
- What changes can I make to increase student involvement and success, when I teach this lesson again?
- How will I use this lesson to connect to tomorrow’s curriculum?
### Lesson Plan/Unit Plan Assessment Rubric

**Selected Diversity Components**

<table>
<thead>
<tr>
<th>DOES NOT MEET STANDARDS</th>
<th>MEETS STANDARDS</th>
<th>EXCEEDS STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Candidate’s lesson plan or unit does not demonstrate understanding or a positive regard for students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.</td>
<td>Candidate’s lesson plan or unit demonstrates understanding and a positive regard for students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.</td>
<td>Candidate’s lesson plan or unit demonstrates a thorough understanding and positive regard for students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.</td>
</tr>
<tr>
<td>Candidate does not design a lesson plan or unit that includes a range of instructional strategies that reflect student experiences, stages of development, learning styles, readiness, and cultural experiences.</td>
<td>Candidate designs a lesson plan or unit that incorporates a range of instructional strategies that reflect student experiences, stages of development, learning styles, readiness, and cultural experiences.</td>
<td>Candidate designs a lesson plan or unit that includes a range of instructional strategies and materials that reflect student experiences, stages of development, learning styles, readiness, and cultural experiences.</td>
</tr>
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<td>Candidate does not design a lesson plan or unit that introduces concepts and principles based on students’ prior knowledge and experiences at different levels of complexity so that learners can link the new concepts and principles to familiar ideas to develop conceptual understanding. Instructional design does not reflect a basic understanding of the needs of learners at various levels and who demonstrate diverse learning needs.</td>
<td>Candidate designs a lesson plan or unit that introduces concepts and principles based on students’ prior knowledge and experiences at different levels of complexity so that learners can link the new concepts and principles to familiar ideas to develop conceptual understanding. Instructional design reflects a basic understanding of the needs of learners at various levels and who demonstrate diverse learning needs.</td>
<td>Candidate designs a lesson plan or unit that introduces concepts and principles based on students’ prior knowledge and experiences at different levels of complexity so that learners can link the new concepts and principles to familiar ideas to develop conceptual understanding. Instructional design reflects an in-depth understanding of the needs of learners at various levels and who demonstrate diverse learning needs.</td>
</tr>
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<td>Candidate does not design a lesson plan or unit that uses learners’ families, cultures, and communities as a basis for connecting instruction to learner experiences.</td>
<td>Candidate designs a lesson plan or unit that uses learners’ families, cultures, and communities as a basis for connecting instruction to learner experiences. Some provisions (adaptations) are present for learners with diverse learning needs.</td>
<td>Candidate designs a lesson plan or unit that uses learners’ families, cultures, and communities as a basis for connecting instruction to learner experiences. Provisions (adaptations) are present and appropriate for learners with diverse learning needs.</td>
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