RU Teacher Education Lesson Plan Format

Candidate Name:  

Date:  

Grade Level:  

Lesson Title/Topic:  

Standards: List the related standards (e.g., SOL(s), College and Career Readiness). Be sure to list the specific sub-standards addressed in this lesson. Please write out or describe the standards.

Specific Observable Objective(s): In student-friendly language, state what you want the students to learn. Please specify 1–3 objectives per lesson, as appropriate to class time limits.

Essential Vocabulary: List and define vocabulary in student-friendly language.

Assessment: Describe how you will measure student mastery of your objectives by listing the types of assessments (formative and/or summative) you will use in this lesson. Formative assessments are generally informal and may occur at anytime during instruction. Summative assessments are generally formal and often occur after the instruction and learning activities.

Student Considerations: Describe as applicable how you will address diverse student needs for this lesson including the representation and interactions with the content. Student considerations may include, but aren’t limited to cultural and linguistic characteristics; academic characteristics (strengths and challenges); behavioral considerations; prior knowledge and or interest around content.

Instructional Resources, Materials, and Technology: List all materials (textbooks, maps, crayons, scissors, student whiteboards, research guides, etc.) technology resources (computers, printer, scanner, internet connection, cameras, projectors, etc.) and web addresses needed for this lesson.

PROCEDURES: Include a detailed list of steps for teaching the lesson based on direct or indirect teaching choices, questions that will be asked by the teacher, a description of how you will set-up the Learning Environment, and a description of appropriate roles of all Personnel in the Classroom. If additional personnel are not expected to be present, please indicate this in the lesson plan.

The Beginning (a.k.a. Anticipatory Set): (Specify time)
Detail the steps you will use to engage students and activate (or build) prior knowledge. (Including formative assessments)

The Middle: (Specify time)
- Detail the steps and the evidence-based methods you will use to:
  - Maintain students' interest (continue to engage)
  - Assume a variety of roles in response to the content and purpose of instruction (e.g. instructor, facilitator, coach, co-learner)
  - Present content in multiple ways and formats: (e.g., chunk information, highlight critical patterns and big ideas, provide multiple examples/non-examples,
practice using content vocabulary and academic language, use graphic organizers, use technology, etc.

- Include before, during, and after and higher order questions and discussion opportunities when reading or viewing text, videos, or websites.
- Include formative/summative assessments

The End (a.k.a. Closing): (Specify time)
Synthesize and reinforce points learned and/or connect and feed forward. You may ask students to help summarize. In addition you may answer students’ questions and assign homework if needed. (“Today we learned...,” “Tomorrow we will...”)

Teacher Reflection on Practice (following the lesson):
1. What evidence did you collect to show your students attained today’s objective(s)? Please explain how you know which students did and did not master your objectives. Use formative assessment data to support your claims regarding the portion of students who did and did not master the learning objective(s).

2. Based on the result of your assessment, what will you do tomorrow? Can you go ahead as planned or will you need to reteach concepts from today’s lesson? (Explain how you will reteach and/or connect and feed forward.)

3. If you have to teach this lesson again, what might you do the same and what might you do differently?