

Lesson Plan Format

Developed by Jane Nowacek, Nancy Mamlin

For more information, see Chapter 4 of the textbook, particularly pages 133-143 and 158 - 159.

Lesson plans do not need to be double-spaced, except for the critique.

Do not forget to complete and attach the UDL checklist provided in your SOS packet.

Source: Give the title of the textbook, tradebook, or complete url of the website. If this is your own idea, or someone else's idea such as a former teacher's, say that as well.

Grade and level of lesson: e.g., This lesson is based on a fifth grade Standard Course of study objective, modified for students working on a third grade level in an inclusive fifth grade language arts class.

Standard Course of Study Objective(s): Give [North Carolina Curriculum Goal\(s\)](#) here. Give the number of the goal, the grade level, and copy it here. Different subject areas have the information about goals arranged differently. Give as much information as you can about the goals.

Relevant IEP goal(s): What IEP goals are you working on? If this isn't for actual students, what would be a reasonable goal that this lesson would address?

Length of lesson time/location of lesson: e.g., 45 minute elementary, 90 minute high school inclusion

What went before and what will come after this lesson: e.g., Yesterday we reviewed the three parts of a paragraph (i.e., topic sentence, supporting details, and concluding sentence) and created a graphic organizer that students will use in today's lesson as the basis for writing a paragraph. Tomorrow students will work with a partner to edit their paragraph using five questions.

Prerequisite skills: What have they already covered on this topic?

Student Objective: State what you intend for students do/learn as a result of this lesson, conditions, and the criterion for success. In other words, this must be a well-stated behavioral objective. If you have more than one objective, number and list them.

Materials Needed: List materials the teacher is responsible to provide for this lesson.

(This is the "six point lesson plan") (See page 159 in your textbook for a more detailed guide. Don't forget to provide a role for all adults in the classroom.)

Focus/Review (Introduce the Lesson): Tell students about content/skills/concepts you will review. If this is an initial lesson, state how you will focus their attention on this topic, activate their prior knowledge/experience, and motivate them to learn about this topic.

Teacher Input (Describe and model): Specify what you plan to teach/facilitate that will promote student learning. (I don't require a scripted lesson plan, but want to be able to know exactly what you plan to present.)

Guided Practice (Use scaffolding to guide practice): Specify how you plan to help students refine, clarify what it is you have just taught.

Independent Practice (Conduct independent practice through mastery): Specify what activities you plan to give students opportunities to use the skill/concept/learning presented in this lesson. Also, please include how much of class time will be spent and/or how much out-of-school time.

Closure (Review & provide feedback; Teach generalization and transfer; Preview): Specify how you plan to end the lesson, providing a review/summary of the key points. Reminder: Closure should come from students rather than from the teacher so that the teacher knows what needs to be reviewed at the beginning of the next lesson.

Assessment: What assessment procedure will you use to evaluate whether students met the lesson objective? You will use informal procedures, such as error analysis, teacher-made quiz, and/or systematic observation. Include the assessment instrument you will use, and the data chart you will use to collect student data.

Analysis: What did you learn about the students' performance based on the assessment data you collected?

Interpretation: What will you do next based on your analysis of the assessment data (e.g., reteach using X approach, move to the next new learning, provide additional practice using X)?

Citation: Please include the reference for a research article that reports the effectiveness of the intervention.

Critique: (to be written after you have taught or observed the lesson). The following questions are guidelines only- Write a narrative of at least one page (double spaced) that addresses any of these issues or others that came up for you. How did it go? Difficulties in presentation? Difficulties in managing student behavior? Did you make any changes? What? Why? What would you do next time, what worked, what didn't?