EDTL 320
LESSON PLAN

Name________________________________________  Grade ____________________

Date____________________________________  Subject/Topic ___________________

Teacher’s Initials _________________________  Date __________________________

I.  A.  Instructional Goals

   • This is a general statement of intent as to what the lesson/instruction will accomplish.

   B.  Rationale

       • A rationale might involve:

       □  Why am I teaching this? Its importance or relevance?
       □  Why teach this lesson in this particular way?

       • Some instructors might ask you to indicate your rationale for a unit of study rather than an individual lesson,

II.  Objectives

       • Focus on what you want the students to LEARN.

       • Number of objectives in a lesson plan varies-sometimes you will have more than one activity to achieve an objective.

       • Write out objectives which may be from:

       □  Ohio Model Curriculum guides listing instructional or pupil performance objectives
       □  The district’s curriculum guides or courses of study
       □  National standards from professional associations (NSTA, NCTM, NCSS, NCTE-IRA)

       • Students may also write out their own relevant objectives which follow the format.

III.  Resources

       • List ALL resources. Include audio-visual equipment, computers, chalkboard, paper, markers, name of film/video/filmstrip/computer program, handouts, etc.

       • Name textbooks, publishers, level, copyright; indicate page number for both teacher and student texts.

       • Title, author, publisher, illustrator, and ISBN # of children’s literature books.
IV. **Procedures** (there are 3 major components)

A. **Readiness/Motivation for Lesson**
   Allotted Time: ______
   - What will you do to activate students’ prior knowledge to help make connections?
   - How does this lesson connect to previous lesson(s)?
   - What will you do to provide necessary background and interest students in this lesson?
   - **ASSESSMENT:** Include this as needed. Refer to appropriate objective(s).

Some instructors want you to include a clear Transition Statement (a “signal” to the students summarizing what’s been presented and what’s coming next in the lesson).

B. **Focus of Lesson**
   Allotted Time: ______
   - Describe the learning event step by step.
   - What will the students do to show that they are learning?
   - **ASSESSMENT:** Include this as needed. Refer to appropriate objective(s).

   Include a Transition Statement on your plan, as directed.

C. **Closure to Lesson**
   Allotted Time: ______
   - How will you tie this lesson together at the end?
   - A homework assignment is not considered a closure activity.
   - **ASSESSMENT:** Include this as needed. Refer to appropriate objective(s).

D. **Follow-Up (Enrichment) – Optional**
   Allotted Time: ______
   - What further involvement might be provided beyond the closure?
   - What can students do to extend and/or enrich their learning?
VERY IMPORTANT NOTES

1. Assessment

• Somewhere in your lesson plan indicate what you will do to assess students. Use the word “ASSESSMENT” to label that part of your lesson. Depending on your objectives, you may assess during the readiness/motivation, the focus, or the closure of your lesson.
• You may have a “big plan” for assessment at the end of a unit; however, each lesson should include some attention to “checking” students—even if this assessment involves informal measures of observations.

2. Meeting Individual Needs

• Your lesson should address the special needs of individual students in your room. Some of these students may have IEP’s (Individualized Educational Plans). Some of these students may not. Consider adaptations for these students, as needed, in your OBJECTIVES and/or PROCEDURES.

3. Things to Remember

• Always TELLING students doesn’t equal good teaching.
• GOOD QUESTIONING facilitates learning, and it also requires WAIT TIME>
• A WELL-STATED QUESTION/STATEMENT CAN BE A MOTIVATOR; it may or may not be related to a concrete object. The following ARE NOT motivation statements: “Today we are going to learn about multiplication.” “Everyone open your books to page___.” “Today we’re going to have a fun lesson.”
• Be prepared to be flexible too!