

Attachment Section IV – Assessment 6 - Lesson Plan

LESSON PLAN FORMAT

Name: _____ Date: _____ Grade Level: _____

Subject: _____ Topic: _____

Purpose: Write the broad purpose or goal of this lesson.

Curriculum Standard: State the curriculum standard using either NH State Standards or National Standards.

Objective(s): What skills, concepts, and knowledge do you expect the children will learn? Keep the standards in mind and use specific (observable, measurable) learning verbs.

Materials Needed for Learning Experience:

Teacher:

Student:

Anticipated Length of Learning Experience:

Student Grouping: Whole group, small group, individual? If small group *how will you create groups* and provide work space? (Keep in mind that it may be beneficial to use more than one grouping modality within a single lesson.)

Prerequisite Knowledge:

Teacher: What content knowledge does the teacher need to teach this lesson?

Student: What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them.

Procedure: Write in detail what you, as the teacher, will do as well as what the students will do. Your procedure must be in sufficient detail to allow someone to teach the lesson with only this plan as a guide. This will likely mean that this part is several pages long. While your lesson plans in student teaching and beyond will be much shorter, the detail here serves two purposes—it makes you think about the many aspects of planning, and it enables your instructor to see more clearly what your thinking is, and thus makes the feedback from the instructor more helpful. (Note: If you include what the teacher might say, print those sections in italics.)

1. Introduction:

Make connections to students' previous learning
Motivate, gain attention and create interest
Discuss purpose and tell students what they will be learning

2. Body of Learning Experience:

Plan activities with objectives in mind
Use guided practice and modeling of expected activity/behavior
Use independent practice when appropriate
Use questioning techniques

Check for understanding (formative assessment)
 Include plans for early finishers that enhance learning within the subject area
 (reach beyond silent reading and/or worksheets)

3. Conclusion:

Summarize what students have learned
 Check for understanding
 Make connections to previous learning and upcoming lessons
 Reteach/enrich/review as needed
 Include students in clean up when appropriate
 Link to next lesson/activity

Assessment: How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson's objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?

1. Formative: What observations will you make and assessment techniques will you use *while* you are teaching that may influence choices you make in the lesson?

2. Summative: What questions can you ask, actions can you take or assignments can you give so that you will have evidence of the extent to which each student has met the lesson's objectives? How might you include physical movement and/or the arts into your assessment (either formative or summative)?

Child Guidance:

<u>Proactive Considerations:</u>	<u>Reactive Considerations:</u>
What will you do to prevent confusion and misunderstandings about directions?	What will you do in response to student misbehavior? Will you have a sequence of steps you will take?
What will you do to prevent behavioral or attention issues for whole group or individuals?	What will you do to redirect attention if students have difficulty attending?
What is built into your plan to promote cooperation and positive social interaction?	What will you do in response to student confusion about directions?
What will you do to promote participation by all students?	

Differentiation: How have you planned for specific students' needs? What instructional and/or environmental modifications are needed for students with learning, attention, behavior or emotional problems? What modifications are needed for those with advanced knowledge or level of interest? Have you planned for a diverse student population -socioeconomic status, ethnicity, race, gender, etc.? (*Be more specific than "an aide will assist student." Tell what the aide will do to ensure success.*) How does this lesson honor the multiple intelligences, prior experiences and interests of the students (individually and as a group)?

Needs for Lesson Participation:	Modification Required:
What required skills within the lesson present challenges for individual students?	How can the <i>instructional plan</i> be modified to ensure success for this student?
What components of the lesson need enrichment to promote engagement?	How can the <i>classroom environment</i> be modified to ensure success?
What components of the lesson need modification to promote full engagement due to diverse student population?	How can <i>instructional materials</i> be modified to ensure success?

Resources Used:

Lesson Reflection: After teaching your lesson, spend some time reflecting on the experience with a critical eye. Look as objectively as you can on what went well in your teaching of the lesson and what did not go as well. As you do this, remember that your ultimate goal is for your students to learn. Keep in mind that all good teachers, no matter how experienced, are continually improving on their teaching practice and it is through this kind of reflection that you will grow as a teacher.

Every Lesson Reflection has the following three components:

1. Description: (This is the shortest part of the reflection. Be concise.) Write a brief summary of the lesson. Who was involved? When did it happen? Where did it happen? What happened? What was your role?

2. Analysis: You can use the following questions to guide your thinking; although you are not limited to these and you are not required to respond to these prompts. What went well with the lesson? Why did you teach the lesson the way you did? Were the objectives achieved? What did the students learn and how do you know they learned this? Did students have misconceptions and what were they? What were the areas of confusion for students? What positive impact did you have on students? What interventions were tried with student(s)? What interventions worked? What interventions didn't work?

3. Planning: Now that you have taught this lesson and analyzed the experience, describe how you would plan for this lesson if you were going to teach it again. Use these guiding questions: What will you do the same in the future based on this lesson? What would you do differently? What new strategies might you use? What strategies might you use again? What interventions could you use with other children? What interventions with students might you never use again? What impact did the children have on your teaching philosophy? How did your values change as a result of this experience?

