LESSON PLAN

Name:
Task Objective Number:

GENERAL INFORMATION

Lesson Title & Subject(s):
Topic or Unit of Study:
Grade/Level:
Instructional Setting:
  (e.g., group size, learning context, location [classroom, field trip to zoo, etc.], seating arrangement, bulletin board displays)

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

Lesson Goals:
  (A statement describing the overall purpose of the lesson; what the students are expected to know or do at the end of the lesson)

Lesson Objective(s):
  (Your objective(s) should align with the knowledge and skills taught as well as with the assessment chosen for this task. All learning objectives must include a Specific Behavior, Condition, and Measurable Criteria)

MATERIALS AND RESOURCES

Instructional Materials:
  Materials needed for the lesson (e.g., textbook, construction paper, scissors, PowerPoint, guided note templates)

Resources:
  Supplementary information and/or places where you found information for the lesson

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Identification of Student Prerequisite Skills Needed for Lesson:
   (e.g., anticipatory set, schema, purpose of lesson for students, connections to previous learning, definitions of terms reviewed)
2. **Presentation of New Information or Modeling:**
   (e.g., term definitions, concepts, processes and/or approaches)

3. **Guided Practice:**
   (e.g., teacher directed, scaffolding, check for student understanding – including any questions to ask or anticipate from students)

4. **Independent Student Practice:**
   (e.g., teacher monitored, check for student understanding – including any questions to ask or anticipate from students)

5. **Culminating or Closing Procedure/Activity/Event:**
   (e.g., review terms, concepts, and/or learning process; establish connections to the next lesson; check for student understanding – including any questions to ask or anticipate from students)

**Pedagogical Strategy (or Strategies):**
(e.g., direct instruction, cooperative learning groups, partner work)

**Differentiated Instruction:**
Describe accommodations for such groups as English Language Learners, hearing impaired, learning disabled, physically disabled, and/or gifted/accelerated learners.

**Student Assessment/Rubrics:**
Describe how you will know if students have met the objective(s) for this lesson (include pre- and post-assessment plans—formal and/or informal, summative and/or formative, etc.).