

West Virginia State University
College of Professional Studies: Department of Education
LESSON PLAN FORMAT GUIDE (Updated 1/13)

Teacher Candidate _____
School _____
Lesson Topic _____

Date _____
Grade/Subject _____

INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES

This is what you want the student to learn and understand or be able to do when the lesson is completed.

If concept based objectives (deals with information, understanding – what students will know) use: will be able to ... will create...define...name... record...select...match...restate...explain...discuss...distinguish between...

If performance based objectives (deals with skills, abilities and what students will be able to do) use: will be able to compute...demonstrate...operate...diagram...categorize...subdivide.

WV CSOs

Objectives must be supported with WV Content Standards (WVCSOs). <http://wvde.state.wv.us/csos>

CSOs are very broad objectives and may be designed to cover many lessons. Your CSOs must support your lesson objectives and should not be greater in number than your lesson objectives.

NATIONAL STANDARDS

Objectives must be supported with at least ONE national standard. Your National Standard must match your lesson objective in content. For example if you are writing a lesson plan for reading you may want to use IRA, English (NCTE), physical education (AAHPERD), math (NCTM), social studies (NCSS), biology (NABT), science (NSTA). National Standards are written to be very broad and may cover many lessons. Your National Standards are to support your lessons objectives and should not be greater in number than your lesson objectives.

MANAGEMENT FRAMEWORK

Describes how time is set to accommodate the lesson. Just give time and not details. For example:

Overall Time - 50 minute lesson
Time Frame – 10 min. teacher intro and demonstration
30 min. student activity in pairs
10 min. regroup for assessment and closure

STRATEGIES

Just list strategies or activities, do not give details. For example:

Teacher/student led discussion, student/group presentations, independent/group practice, guided instruction, teacher modeling/demonstration/simulations, pair activity, cooperative groups, study/peer groups, SQ3R, scaffolding, Think, Pair, Square, discovery learning, project/inquiry learning.

DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS

(Learning Styles, Students with Special Needs, Cultural Differences, ELL)

This is how you will accommodate students' individual needs as these needs relate to lesson objectives.

PROCEDURES

This section has three parts, each are an important part of the lesson.

Introduction/ Lesson Set

Use guiding questions, visuals, statements, and ways to assess prior knowledge and gain interest for the lesson.

Body & Transitions

This is a sequence of events for the lesson. Use bullets, clearly state what you will be doing in sequence. If you use material, state: See Attachments. If students will be moving during the lesson (transitions) state how this will be arranged.

Closure

Review, summarize, repeat, a quick check of objectives (thumbs up/down), assign homework.

ASSESSMENT

This section is to identify the lesson objectives Not the WVCSOs or the National Standards. All objectives must be assessed. MATCH your objectives to each of the three types of assessment. For example if you have 4 lesson objectives you must state how you assess each of these objectives. You are encouraged to use parenthesis following each assessment description. For example: Formative: Will move among students as they complete the handout on photosynthesis (objectives 1, 3).

Diagnostic:

Diagnostic is usually part of the introduction of the lesson. This is how you plan to assess students' prior knowledge before the lesson is taught. For example:

You may ask an essential question/s about the lesson objectives or you may ask questions that challenge students to think critically about the lesson objectives.

You could use a KWL chart or a Venn diagram.

At this time you must decide if the students have enough prior knowledge to understand the lesson objectives. If they do not, you must decide if you need to extend the introduction and cover the knowledge needed to understand the lesson or if you need to go to the Extended Activities of the lesson.

Formative:

Formative is assessment you make during the lesson concerning lesson objectives.

Observe students as they work on projects, activities, or seatwork to assess objectives.

Assess knowledge of the objectives during discussion of your power point, Smart Board or Elmo.

Summative:

Summative usually is made during closure of the lesson. It is what students are able to discuss or do at the end of the lesson in relation to the objectives. You may observe, or ask direct questions with large group responses. The summative may also be a quiz or written assignment. The summative usually covers all the objectives. If not then the remaining objectives must be identified under diagnostic or formative.

MATERIALS

Be specific with a list of supplies and materials needed for the lesson.

EXTENDED ACTIVITIES

If Student Finishes Early

Identify an activity you have ready for students to do if the student finishes the lesson early. This activity should be related to the assignment. Do not give a replica of the assignment. The student may consider this punishment for finishing the lesson early. Give a fun activity: computer, learning center, game.

If Lesson Finishes Early

Identify an activity that is related to the lesson objectives. It may be a handout that you plan to use the next day to reinforce the lesson objectives. Or let students create questions to ask other students.

If you decide during the introduction that students do not have enough background to understand the lesson objectives, you may start a KWL chart concerning the lesson objectives. You could have students to identify four and five concepts they remember about a previous related lesson that will help them begin to build background needed for this lesson. The teacher or the students could create questions.

If Technology Fails

Plan on alternative activities for lesson if technology is part of the lesson and technology fails; also, plan for students who may not be allowed to use technology for that day.

POST-TEACHING

Reflections

While at school jot down while the lesson is fresh in your mind, of what worked, did not work, next time I will.... Instead of I needed more time for Later come back and write a formal reflection on the implementation of the lesson.

Data Based Decision Making (If Needed)

If you are collection data for this lesson you may construct a rubric, checklist, criteria list or some form of description to report data collection of students' products or responses to the lessons objectives. The data alone has little if any value. You MUST use your analysis of the data to make decisions concerning future lessons. Data is collected to be used to drive future instruction.

RUBRIC: WVSU LESSON PLAN (revised 1/13)

Category	Distinguished	Accomplished	Emerging	Unsatisfactory
Setting Lesson Objectives and Student Outcomes	<ul style="list-style-type: none"> *Objectives/Outcomes were clearly stated and described what students will learn and master *Aligned with WVCSOs *Aligned with National standards *If technology was used, the lesson provided equitable access to ALL students engaged in the lesson *Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills] 	<ul style="list-style-type: none"> *Objectives/outcomes were not clearly stated and/or one of the required elements were missing *Aligned with WVCSOs *Aligned with National standards *If technology was used, the lesson provided equitable access to ALL students engaged in the lesson *Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills] 	<ul style="list-style-type: none"> *Objectives/outcomes were not clearly stated and/or two of the required elements were missing *Aligned with WVCSOs *Aligned with National standards *If technology was used, the lesson provided equitable access to ALL students engaged in the lesson *Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills] 	<ul style="list-style-type: none"> *Objectives/outcomes were not clearly stated and two or more of the required elements were missing *Aligned with WVCSOs *Aligned with National standards *If technology was used, the lesson provided equitable access to ALL students engaged in the lesson *Aligned with ISTE Standards [21st Century Technology Tools and/or 21st Century Learning skills]
Design of Lesson and Pedagogy	<p>Extensively organized containing all parts:</p> <ul style="list-style-type: none"> *Introduction/Lesson Set *Body/Transitions *Closure <p>Strategies were designed to:</p> <ul style="list-style-type: none"> *Engage students *Promote critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual, and partner learning experiences *Supported the objective/outcome of the lesson 	<p>Moderately organized containing two parts:</p> <ul style="list-style-type: none"> *Introduction/Lesson Set *Body/Transitions *Closure <p>Strategies only addressed 4 of the following::</p> <ul style="list-style-type: none"> *Engage students *Promote critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual, and partner learning experiences *Supported the objective/outcome of the lesson 	<p>Minimally organized containing one part:</p> <ul style="list-style-type: none"> *Introduction/Lesson Set *Body/Transitions *Closure <p>Strategies only addressed 3 of the following:</p> <ul style="list-style-type: none"> *Engage students *Promote critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual, and partner learning experiences *Supported the objective/outcome of the lesson. 	<p>Not organized</p> <p>Strategies were not designed to:</p> <ul style="list-style-type: none"> *Engage students *Promote critical thinking and problem solving *No logical sequencing of meaningful activities *No balance of various learning experiences *Did not support the objective/outcome
Content Knowledge	<ul style="list-style-type: none"> *Reflected a deep knowledge of content *Identified and assessed prerequisite knowledge needed to understand the lesson 	<ul style="list-style-type: none"> *Reflected a knowledge of content *Moderately identified prerequisite knowledge needed to understand the lesson *Did not assess the prerequisite knowledge 	<ul style="list-style-type: none"> *Reflected limited knowledge of content *Did not identify or assess prerequisite knowledge needed to understand the lesson 	<ul style="list-style-type: none"> *Did not reflect a knowledge of content *Did not identify or assess prerequisite knowledge that is needed to understand the lesson
Understands Characteristics of Students	<ul style="list-style-type: none"> *Designed to motivate and engage ALL students *Developmentally appropriate *Differentiated to meet the needs of different learning styles, students with disabilities, and high achievers *Includes activities for high and low achievers 	<ul style="list-style-type: none"> *Designed to motivate and engage more than 50% of the students *Developmentally appropriate *Differentiated to meet two of the following: different learning styles, students with disabilities, and high achievers 	<ul style="list-style-type: none"> *Designed to motivate and engage less than 50% of the students *Lesson is NOT developmentally appropriate *Differentiated to meet only one of the following: different learning styles, students with disabilities, and high achievers 	<ul style="list-style-type: none"> *NOT designed to motivate and engage ALL students *NOT developmentally appropriate *NOT differentiated to meet unique characteristics of students

Assessment	<ul style="list-style-type: none"> * Described diagnostic, formative, and summative assessments *Assessments were aligned with ALL objectives/outcomes *Attached at least one formal or informal assessment tool 	<ul style="list-style-type: none"> * Described diagnostic, formative, and summative assessments *Assessments were aligned with more than half of the objectives/outcomes *Attached at least formal or informal assessment tool 	<ul style="list-style-type: none"> * Described diagnostic, formative, and summative assessments *Assessments were aligned with less than half of the objectives/outcomes *Formal or informal assessment tool was not attached 	<ul style="list-style-type: none"> *Did not describe diagnostic, formative or summative assessments *NOT aligned with objectives/outcomes
Time Management and Mechanics	<ul style="list-style-type: none"> *Time management was addressed, completed within allotted time for lesson, and included all parts *All materials were listed *Extended Activities were identified, meaningful, developmentally appropriate, and differentiated *Extended activities for students that finished early *Extended activities if the lesson finished early *Planned for alternative activities if technology failed *Contained NO errors in grammar, spelling, and punctuation *Contained bullets for all information 	<ul style="list-style-type: none"> *Time management was identified and completed within time frame but did not include all parts needed to successfully time manage the lesson. *All materials were listed *Extended Activities were identified but were missing one of the following: meaningful, developmentally appropriate, and differentiated *Extended activities for students that finished early *Extended activities if the lesson finishes early *Planned for alternative activities if technology failed *Lesson Plan contained 3 or fewer errors in grammar, spelling, and punctuation *Contained bullets for all information 	<ul style="list-style-type: none"> *Time management was identified but was not completed within allotted time for lesson and does not divided into 3 divisions: Introduction/Lesson Set Body and Transitions or Closure *All materials were listed *Extended activities were identified but did not meet one or more of the following: meaningful, developmentally appropriate, and differentiated. *Limited activities for if the lesson finished early *Limited activities for if technology failed *Lesson Plan contained 5 or fewer errors in grammar, spelling, and punctuation *Did not contain bullets for information 	<ul style="list-style-type: none"> *Time management was not identified *All materials were listed *No or limited extended activities *Lesson Plan contained more than 6 errors in grammar, spelling, and punctuation *Did not contain bullets for information
Reflection	<ul style="list-style-type: none"> *Explained what worked and did not work *Described in-depth ideas for improving instruction 	<ul style="list-style-type: none"> *Moderately explained what worked and did not work *Listed some ideas for improving instruction 	<ul style="list-style-type: none"> *Minimally explained what worked and did not work *Missing ideas for improving instruction 	<ul style="list-style-type: none"> *Reflection missing or showed no instructional insights
Data Analysis	<ul style="list-style-type: none"> *Assessment data was provided, calculated, analyzed, and used for future instructional decision making 	<ul style="list-style-type: none"> *Assessment data was discussed but NOT calculated, analyzed, and used for future instructional decision making 	<ul style="list-style-type: none"> *Assessment data was in lesson but NOT discussed 	<ul style="list-style-type: none"> *No assessment data was given or attached

**Differentiating Instruction for
Students with Special Needs**

Please describe all that apply:

<i>Needs-Based Planning</i>	
Learning Differences	Sensory Differences
Attention Differences	Behavioral Differences
Motivational Differences	Ability Differences
Physical Differences	Cultural Differences
Communication Differences	Enrichment
Multiple intelligence addressed (check all that apply): <input type="checkbox"/> Verbal/linguistic <input type="checkbox"/> Naturalist <input type="checkbox"/> Spatial <input type="checkbox"/> Interpersonal <input type="checkbox"/> Logical/mathematical <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Bodily-kinesthetic <input type="checkbox"/> Existential <input type="checkbox"/> Musical <input type="checkbox"/> Others (explain):	