**West Virginia State University**

**College of Professional Studies: Department of Education**

**LESSON PLAN FORMAT GUIDE (Updated 1/13)**

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

**EXTENTED 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.

**Differentiating Instruction for**

**Students with Special Needs**

**Please describe all that apply:**

|  |
| --- |
| ***Needs-Based Planning*** |
| **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):** Verbal/linguistic Naturalist Spatial Interpersonal Logical/mathematical Intrapersonal Bodily-kinesthetic Existential Musical Others (explain): |