**Lesson Plans**

Lesson plans are essential for effective classroom instruction.

The student teacher (ST) will write daily lesson plans for every lesson they teach. The ST must obtain cooperating teacher (CT) approval for plans. STs are not required to use this lesson plan template for daily lesson plans. For daily lesson plans, STs should consult with the CT about the preferred format.

This lesson plan template may be used for CT and University Supervisors (US) formative and summative observations. The ST should consult with their Capstone Instructor to determine the preferred lesson plan format for formative and summative observations. STs should not create their own template; rather, they should use this one or one the Capstone Instructor requires. **Any lesson plan template must include all elements *in this lesson plan template*, regardless of the format.**

Once an observation has been scheduled, the ST is required to submit the lesson plan to Anthology **at least two days** prior to a lesson observation.

The ST is required to write a reflection of teaching after each formative and summative lesson observations. Reflection guidelines are provided in this lesson plan template. Reflections should be submitted to Anthology for either the CT or US to review **within two days** of the lesson observation.

**Lesson Plan Template**

**Title of Lesson:**

**Subject:**

**Grade level:**

**Cooperating Teacher:**

**Student Teacher:**

**Objective(s):**

* + The purpose of a behavioral objective is to COMMUNICATE.
	+ The objective clarifies the intent of the instruction for the teacher, and for all who have interest in the outcome of instruction
	+ Ideally, all behavioral objectives should contain 3 elements:
		- **Conditions** (a statement that describes the conditions under which the behavior is to be performed)
		- **Behavioral Verb** (an action word that connotes an observable student behavior)
		- **Criteria** (a statement that specifies how well the student must perform the behavior)

**Curriculum Standard(s) Addressed:**

**Rationale for Instruction:** Indicate why this instruction is appropriate based on student performance and data.

**Prerequisites:** Indicate what the student must know or be able to do to achieve the stated objective.

* This section is necessary in considering the readiness state of your students.
	+ Students cannot master the objective and teachers cannot duplicate your lesson without prerequisites
	+ List one or two specific behaviors necessary to begin the lesson

**Materials/Preparation:**

* List all materials/equipment to be used by the teacher and students
* Include preparation considerations of the materials to ready them for the lesson.
* Provide links or share access to resources (multimedia, presentations, handouts, activities, etc.).

**Procedures:**

* Describe what ST will do when teaching the lesson. Include a plan for introducing the lesson to the students, the instructional techniques to be used (to include the use of instructional technology and digital resources), and how the lesson will be summarized and provide closure.
* Consider the following elements:
* **Hook:** What will you do to get students excited about learning? Why is this information relevant? How will you motivate students to learn the material? Think about how this activity is aligned to the standards and objectives.
* **Introductory Activity:** Provides FOCUS for the lesson, activates prior knowledge, and interests.
* **Main Activity:** Includes specific techniques used (e.g., input, demonstration, explanation, discussion, guided practice, check for understanding, independent practice)
* **Questioning:** Think about the type of questions that you will ask to encourage students to think through the process and problem solve. Write those questions out in your plans.
* **Closure:** Pull the information together at the end of the lesson. Provide feedback to students as needed to reinforce the lesson.

**Assessment:**

* + How will you determine to what extent the students have attained the objective?
	+ What specific behaviors and actions must be demonstrated by students to support the mastery of the objective?

**Adaptations/** Teachers’ Knowledge of Students:

* Grouping of Students: What opportunities do students have to work independently or together? How are these groups designed to increase mastery of the standards?
* Enrichment and Remediation: What opportunities do students need to strengthen their understanding of the strategy or skill presented?
* Accommodations and Modifications: What accommodations and modifications do you have to make for ML, SPED, 504, diverse learners, and/or students who may need additional support? How will these accommodations and modifications support mastery of the objective?

**Follow-up Lessons/Activities:**

* Include suggested activities for enrichment or reinforcement of the lesson.
* Include possible lessons that might follow.
* Include details about how you will follow up with students who are absent or do not master lesson objectives.

**Reflection:** Complete separately after lesson is taught. Consider decisions made in planning the lesson (materials, procedures, strategies). Consider the impact the lesson had on the students. To what extent did students meet lesson objectives? Explain some ways your lesson procedures were effective. Finally, consider areas for improvement if the lesson were taught again. *As a reminder, the reflection should be submitted to Anthology* ***within two days*** *of the lesson observation.*