Lesson Plan Format for Professor Moberg

Explanation and Guidelines

Why don’t all lesson plan formats look alike?
You may have already realized that there is no one lesson plan format in the world of teaching. The variety of formats and of elements to be included in each reflects the variety of purposes for creating a lesson plan.

Are you writing the lesson plan
• for your own use while teaching your students?
• for the use of a substitute teacher taking over for you for the day?
• so that your principal may evaluate your teaching preparation?
• so that your professor may evaluate your planning skills?
• so that your cooperating teacher may give you feedback before you teach?
• so that you will internalize, through practice, the steps for creating an effective lesson?

Keeping in mind the various purposes for written lesson plans, you will not be surprised to find yourself having to adapt to the differing format requirements of each professor (or cooperating teacher or, eventually, principal). Your professor will ask you to include in a lesson plan whatever elements will enable him/her to assess your skills at lesson planning, and those skills and elements will differ with each course’s particular focus and goals.

The main point: Don’t be upset when asked by a new professor (or cooperating teacher or principal) to utilize a new lesson plan format! Instead be understanding of the reason and simply adapt to the new set of requirements.

Why does this Lesson Plan Format contain the sections that it does?
Before you graduate, you will spend a semester as a pre-service teacher in a cooperating teacher’s classroom full-time. During that experience, you will abide by the requirements of the Department of Teacher Education’s Pre-Service Teaching Handbook, which specifies certain elements to be included in a lesson plan.

To prepare you for that experience (no matter how far in the future your pre-service teaching may be), I have created a lesson plan format that will
• give you practice including what you will need to for pre-service teaching,
• result in a lesson plan that is easy to use when you’re teaching,
• and enable me to see that you know how to consider multiple aspects of instructional design when creating a lesson plan.

You will find my Lesson Plan Format available here as a both a template (that you can download, fill in, and print out) and a sample (that you can use as a model when creating your own lesson plan).
What does the terminology in this Lesson Plan Format mean?

Essentially a good lesson plan should tell a teacher three things:
1. What am I doing with my students today?
2. Why am I doing it?
3. How will I know what my students learned because of it?

Although the Pre-Service Teaching Handbook offers elementary and secondary teachers different lesson plan formats that use different headings for the sections contained in each, with me you will use one common Lesson Plan Format that is suitable for use at either the elementary or secondary level. (It should also be suitable for your use when you are pre-service teaching yourself because it contains all the elements called for by the Pre-Service Teaching Handbook.)

Familiarize yourself with the sections and labels in the Lesson Plan Format and follow the guidelines below when completing the Lesson Plan Format for your own use:

**General Data**

**Teacher** – Type your own name here.

**Lesson Plan Title** – Create a brief title that reflects the topic of the day’s lesson.

**Unit Plan Topic** – Type the name of the overall unit of which the day’s lesson is a part. For example, a one-period lesson called “Emancipation Proclamation” might be part of a three-week unit called “The Civil War.”

**Course** – Type the name of the course that you are teaching. A secondary teacher will have a content area course title, such as geometry, concert choir, health, American history, etc. An elementary teacher’s course might generally be called “4th grade” or “1st grade,” etc., but here you should instead specify the subject that you’re teaching from all those that you cover within a day, such as math, reading, art, current events, etc.

**Grade Level** – Type the grade(s) that your students are in (e.g., 2nd, 11th, kindergarten, 7th-8th, etc.).

**Class Period Length** – Type the number of minutes allotted for the class period (e.g., 50 min., 90 min., 25 min., etc.).

**Date** – Type the calendar date on which you will teach the lesson.
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The “Why?”

Benchmark – Refer to the ND Content Standards for the content area that you’re teaching and select a standard for the grade that you’re teaching. Then, from within that standard, select a benchmark that the day’s lesson will help students to meet. Type the letters and numbers that represent the standard followed by the language of the benchmark itself.

In most subjects, the code for the standard and benchmark is a series of three numbers that represent the grade, the standard, and the benchmark from within that standard. For example, in the Science standards, the code “8.1.1.” means grade 8, standard 1, benchmark 1: “Organize changes that occur sequentially in systems.”

The terminology and codes are slightly different for English Language Arts and Mathematics, which are based on the Common Core standards. English Language Arts standards are divided into broad strands, more specific clusters, and even more specific standards written in sentence form. Each standard’s code includes a letter representing the strand, a number showing the grade, and a number showing the standard (e.g., “RL.7.3.” means “Reading Standards for Literature,” grade 7, standard 3: “Analyze how particular elements of a story or drama interact”).

In Mathematics, strands are called domains, and the code is written in this order: grade, domain, standard (e.g., “1.OA.5.” means grade 1, the “Operations and Algebraic Thinking” domain, standard 5: “Relate counting to addition and subtraction”).

You may include more than one benchmark if appropriate. Also, one lesson plan may not necessarily address the benchmark/standard completely. List the benchmark even if the day’s lesson is only one of several lessons that will be needed to address it fully.

Instructional Objective – Write a statement of the performance to be demonstrated by each student in the class as a result of the lesson. It must be phrased in observable, measurable terms and contain three parts:

1. the behavior expected of the student,
2. the conditions under which the behavior is to be demonstrated, and
3. the degree of proficiency/mastery or accuracy required by the student (in other words, the criteria that you will use to measure how well each student performs the expected behavior).

For example, you may create a lesson in which students practice coming up with researchable questions for a topic before going to the library to begin a research project. The main point of the day’s lesson could be reflected in a three-part instructional objective (behavior is highlighted in turquoise; conditions are highlighted in yellow; and criteria or degree of mastery is highlighted in green):

Working with a partner, the student will brainstorm 10 relevant research questions for a topic drawn randomly from samples supplied by the teacher.

Some explanatory notes:

- The instructional objective should have a logical (and evident) connection to the benchmark.
- You may include more than one instructional objective if appropriate.
- You may write objectives for any of the cognitive, affective, or psychomotor domains.
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The “What”?

Procedures – List here what you and the students will do from the beginning to the end of the class period. Use time labels (e.g., 5 min., 13 min., etc.) at the beginning of each step in the procedures to show how long that step will last—and make sure that all your time labels add up to the total amount of time available in the period!

A lesson plan is structured so that the beginning gets students ready for the day’s lesson, the middle includes opportunities for you to check on the students’ learning to make sure that they are understanding and internalizing the day’s knowledge and skills, and the end brings closure to the topic for the day. Keep that in mind when planning the lesson, and use the labels below to show which step of the procedures addresses which component of a lesson plan (put the label in parentheses following the pertinent step).

NOTE: It should be clear within the Procedures where and how you will assess students’ achievement of the lesson’s instructional objective(s). The objective, the teaching/learning activities, and the means of assessment should all be clearly aligned.

Anticipatory Set – Generally the first step of the procedures, the Anticipatory Set is your effort to get students ready to learn. Whatever you choose to do should
- relate today’s new information to students’ prior knowledge or past experiences,
- diagnose students’ readiness for their lesson by assessing their background knowledge or skills (using a preassessment technique),
- pique students’ interest with active involvement in the lesson’s content before the lesson even begins, and/or
- tell students the purpose of today’s lesson.

Check for Understanding – Throughout the lesson, you should check to be sure that students are “getting it” before you move on to the next part of the lesson. You can do this informally using formative assessment or formally using summative assessment. It is likely that you will do this more than once during the lesson. Whatever means you choose to use, be sure to indicate how you will check students’ comprehension as you’re teaching the lesson.

Guided Practice – After your instruction, you should provide students with an opportunity to work with the knowledge that they have gained or to practice the skills that they have learned. This is similar to Checking for Understanding in that you want to know if students are “getting it,” but Guided Practice occurs after instruction, whereas Checking for Understanding occurs throughout instruction. Also, the “guided” of Guided Practice is your own presence to help students if they get off track, have questions, need input, etc. Whatever activity you create for students to work at should show you if they are
- performing the task correctly,
- applying the new knowledge, and/or
- using independently what you have just taught.
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Closure/Final Check for Understanding – Generally the final step of the procedures, Closure is how you will end the lesson, preferably in a way that solidifies—for you and the students both—what they have just learned, perhaps helping them to make sense of it in terms of other knowledge or skills that they have. However you choose to wrap up the lesson should do one of these things:

- summarize the main points of the lesson
- prepare students for the next lesson, showing how today’s class relates to upcoming lessons
- assess students’ achievement of the lesson’s instructional objective(s)

Independent Practice – Consider how to reinforce the day’s learning even after class has ended. It may be appropriate to give students problems to practice solving at home, or a project to work on outside of class, or a selection to read before returning to school the next day, etc. If you feel that homework would be productive for your students—if it would benefit their learning and not just be “busywork”—allow time in the procedures to distribute and explain the homework. The homework could involve tasks that can be accomplished using skills or knowledge that you have already taught and that can be completed without your assistance—or it could involve exploring a new topic to be taught the next day.

Accommodations – List here any adaptations that you will make to the Procedures in order to meet the needs of the diverse learners in your class. If you are teaching an actual group of students, write the Accommodations for the real needs of the real students in your class. If you are writing the lesson for imaginary students in a hypothetical class, choose an option from those below and show that you know how to reach a variety of students by adjusting the lesson plan’s Procedures.

- students with learning disabilities
- those with behavioral or emotional disorders
- those with physical disabilities or limitations
- students with lower achievement levels than most of their classmates
- those with higher achievement levels—perhaps labeled as “gifted” or “talented” students
- students with strong learning preferences, such as kinesthetic learners, visual learners, etc.
- those with an aptitude in one of the multiple intelligences, who excel naturally in a certain area
- those who are not fluent speakers/readers of English
- other options?

Materials – List here what you will need to have on hand to use in teaching the lesson. Review the steps within the Procedures and note under Materials any supplies that you must purchase or gather, any photocopies that you must make, any books or materials that you must be ready to distribute, any equipment that you must set up, any guest speakers whom you must arrange to have visit, any DVDs or CDs that you must bring, etc.

Post-Active Reflective Decision Making – After you have taught the lesson (you cannot fill in this section in advance), reflect on how well your teaching resulted in your students’ learning.

- What interactive decisions did you make (while teaching)? What adjustments did you make while teaching and why? How did you know at the time how the lesson was going?
- What post-active decisions did you make (immediately after teaching)? Which teaching strategies and learning activities were successful (or not) and why? What assessment data did you collect to measure your students’ achievement of the instructional objective, and what do the data show?
- What projective decisions can you now make (looking toward future lessons)? Based on this lesson and its assessment data, what would you do for your students in subsequent lessons?