

## I. STANDARDS

In 300-, 400-, and 500-level courses you should provide the Georgia Performance Standards (GPS) that correlate with your lesson objectives. State the standard(s) here and use a parenthetical notation, such as (M2N1) after each objective stated below to indicate which standards match which objectives.

## OBJECTIVES

What do you want the students to know and be able to do at the end of the lesson? The answer to this question should be the focus as you specify the objectives for the given lesson. You must state desired learning outcomes in clear, behavioral terms, so that achievement of the objective is evident to both the student and the teacher. You may use verbs associated with the levels of Bloom's taxonomy to assure measurable terms.

## Pre-Conditions (to be determined prior to development of lessons and units)

The obvious reason for pre-assessing is to discover the extent to which students already know what you are planning to teach. The pre-assessment should be done after you identify the objectives and before you develop the lessons. Pre-assessment of the curriculum establishes a baseline for teaching and suggests needs for differentiated instruction. Validation of student learning is impossible if one does not verify the starting point. Do students have the necessary prerequisite skills to achieve the intended objectives? Pre-assessment strategies include: discussion with teacher, pre-tests, review of curriculum standards, and observation of students.

## II. PROCEDURES

### A. Focus/Review (Connecting with your students)

During focus/review you will activate schema, relating previously learned material and/or experiences to the lesson you are about to teach. In doing this, you will give the students a *purpose for listening* and also *focus their attention* on the activities ahead. The more you know about the students' background, interests, and previous learning experiences, the stronger the links you can provide and greater connections you can make to what you are about to teach.

Consider including time estimates for each segment of the lesson.

### B. Lesson Activity (ies)

This is a continuation of your focus/review. It is a listing of processes and activities through which you will guide the students in order to build the concepts you want them to learn. Perhaps they will listen and watch as you **model** a procedure. You might have them **read** and **respond** in writing to a text. They could represent the concept visually. You might have students draw a conclusion individually, share with a buddy, then with a quad, and finally discuss as a whole class. For those who finish early, what do you have planned? Possible strategies that you may use include demonstration, discussion, role-play, simulation, discovery, cooperative groups, direct instruction, scientific investigation, etc. You can also combine some of these strategies. *Include sample questions when you intend to "discuss" or "review" any part of the lesson.* Be sure to plan to regularly "check for understanding" during the lesson.

As you plan this portion of the learning experience, keep in mind what you will be doing, and also what the students will be doing. For example: will they be sitting with nothing in front of them for 30 minutes? If you were their age, what would you do in that situation? You can see that with careful planning on your part, you might lessen discipline problems that could occur and more actively engage the students in the learning experience.

*Accommodations for exceptional learners.* Include specific adjustments you will make to the materials and instruction, based on the IEPs of any exceptional learners. If there are no exceptional learners or no IEPs for the students are available, state that here.

*Differentiation for ESOL students and students with other needs.* Include specific notations showing how you planned for the language and cultural needs of these students and what adjustments were made to the lesson plan expectations and materials. This may include planning for varying learning modalities such as:

- Visual (art, photographs, film, video, slides, power point)
- Auditory (music, voice on tape, sound effects)
- Kinesthetic (body movement, dance)
- Tactile (touch, fine-motor movement)

If differentiation is needed for the assessment procedures and/or criteria, state the variances in those sections of the lesson plan.

*Procedures for Assessment.* Include the *procedures* you will follow to determine whether your students have achieved the objectives. The criteria for assessment will be stated in the next section, so do not state those here.

### C. Assessment----Criteria

Assessment is a clear statement of **how** the teacher will determine that the students are moving toward achieving each of the objectives (formative assessment) or have achieved each of the objective(s) stated in the lesson plan (summative assessment). How will you determine progress toward achieving the objectives for each lesson? You may consider using a **checklist** or **rubric** where you record the accomplishment of certain tasks; anecdotal records might be appropriate also.

Clearly state the criteria you will use to determine achievement of the objectives, as well as the level of performance that is acceptable. What score is needed to show achievement of objective?

### D. Closure

How will you wrap up the lesson and help students organize the information into a meaningful context in their minds? A brief summary is often appropriate, as long as you **engage students**. From their responses you can determine how to best plan for the next lesson. Is additional practice needed? Do you need to re-teach a concept? Are students ready to move on to the next lesson?

## III. RESOURCES/MATERIALS/TECHNOLOGY

The materials and resources you need to carry out the lesson should be listed here. Include books, activity sheets, etc. Technology tools you use during the lesson may be specified here or in the procedures section. Technology tools used for preparing lesson materials should be listed here.

## IV. SPECULATION (before teaching)

What do you expect? If there is an area about which you are concerned, how have you planned for that concern?

## REFLECTION (after implementation)

**How many students achieved the objectives of the lesson? How do you know?** What feedback did the cooperating teacher share? Please attach samples of student work.