

Berry College Teacher Education Lesson Plan Format

Name:

Course:

Preliminary Information	
Lesson:	Date of Teaching:
Grade: Number of Students:	Course/Subject:
Unit/Theme:	Period/Time: Estimated Duration:
Where in the unit does this lesson occur? (underline one) Beginning of the unit Middle of the unit End of the unit	Structure(s) or Grouping for the Lesson: (underline all that apply) Whole group Small group Team-taught

1. Identify student learning objective(s) and why it is appropriate for these students at this time.	
Central Focus for the Lesson <i>What are the important understandings or core concepts you want your students to develop?</i>	
Rationale/Context <i>Why this lesson at this time? How does it build on previous lessons or connect to succeeding lessons?</i>	
Prior Academic Learning and Prerequisite Skills Related to the Central Focus <i>Cite evidence of what students know, what they can do, and what they are still learning to do.</i>	
Standard(s)	Learning Target(s)/Objective(s)
Academic Language <i>Identify academic language components listed below.</i>	
Language Demands	Language Function (identify one):
	Vocabulary:
	Syntax and/or Discourse:

2. Describe the instruction you will provide to help students to meet your objectives.

Resources and Materials

Anticipatory Set

How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?

Time

Instruction and Student Learning Task(s)

Detail step-by-step lesson procedures that provide instruction to guide students toward meeting your learning objective(s) and allow for the students to develop, apply, and practice the content. Clearly state the instructional strategies used and the questions asked to students during instruction.

Time

Differentiation/Extension

What specific instruction will you offer to accommodate all learners' needs to ensure they meet the learning objectives? Address instruction for students with IEPs or 504 plans, as well as ELLs, underperforming students, and/or gifted students.

Closure

How will you bring closure to the lesson? Identify specific questions, summary statements, etc. that you will use during closure.

Time

Assessment

*How will you assess students' understanding of the objective?
How will you differentiate assessment for students with specific learning needs?*

Misconceptions

Be proactive: consider what might not go as planned with the lesson. What misconceptions might students have? What will you do to overcome these?

Research and/or Theory that Justifies Instruction

Identify and cite specific sources as you discuss how your instruction is based on appropriate research and/or theory.

3. Reflect on the effectiveness of your teaching.

Reflection

Analyzing Teaching

Focus for this section needs to be on the “teacher” and not how the students react to the teacher, environment or content. Pros and cons related to instruction should both be addressed.

Adjustments

These adjustments should be based on the analysis section above.

Proposed Changes

These proposed instructional changes should be based on the analysis section above.

Justification

The justification should be based on the analysis section above.

Attach each assessment and associated evaluation criteria/rubric.