

APPENDIX C: LESSON PLAN TEMPLATES

Formal Lesson Plan Format—Single Subject Teaching Credential

LESSON INFORMATION	
Designer	Include names of all creators of this activity. Your name will appear automatically.
Date of Lesson	Include the date this lesson will be taught—or the sequence of this lesson in the unit plan.
Grade/Level*	
Time Frame	Provide an estimate of the time frame for this lesson. Include both number of days and duration.
Subject(s)*	
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g., The Civil War, Density, Short Stories, The Post Office, etc.)
PLANNING AND PREPARATION TO TEACH	
Purpose of Lesson	Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit (Engage—Instruct/Interact—Extend)?
Learning Objective(s)	What should each student (all diverse learners) be able to do as a result of this lesson? State the skills, concepts, and/or content that will be learned. Be sure to use the ABC format and TSWBAT phrasing.
Standards*	To what content, ELD, and technology standard(s) does this lesson relate?
Assessment Tools or Strategies	How will you know if the students have met <u>each</u> of the learning objectives? Identify/list each assessment as formal or informal. Identify each assessment as diagnostic, formative, or summative and the performance indicators/activities. Identify the assessments as formal or informal.

Literacy Needs of ALL Students	<p>How will you address the literacy needs of all your students, including students with special needs and ELLs? Please <u>write a single paragraph</u> that takes into account the literacy concerns bulleted below, <i>as applicable to your lesson and students</i>. Be clear about your students' literacy needs and be <i>specific</i> about how you are addressing them. A little extra time spent here will go a long way toward ensuring a successful lesson. <u>Label the literacy methods as they occur in your lesson</u>. Here are some issues to focus on for your paragraph:</p> <ul style="list-style-type: none"> • Which concepts and/or vocabulary terms are likely to be difficult in the lesson? How has this difficulty been addressed? (Go beyond the obvious vocabulary! Look for terms <i>critical to understanding the text or concept</i>. What words do you have to know to succeed?) • What reading strategies are offered to compensate for challenging texts? • What opportunities are there for students to reflect on their learning? • How have you incorporated writing? (for example, to identify prior knowledge, to keep track of in-process learning, or to reformulate/extend the lesson?) <p>[Note: It is likely that you'll find yourself in a time crunch once you begin to incorporate literacy instruction into your lesson. In other words, you won't be able to "cover" as much material as before. (But were they really learning it anyway?). Often taking a smaller chunk for the lesson, or stretching it over two or even three days, is preferable for optimal learning. Remember that, in general, to maximize learning, depth of exploration is usually better than breadth of coverage.]</p>
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Materials Required	List anything for the lesson that you would ordinarily not have available. (text, chalkboard, chalk, paper, etc. can be assumed).
Classroom Organization	How will the students be organized for and engaged during and throughout this lesson? Be sure to address instructional and task oriented activities.
Sources Cited	What resources (text, article or person) did you use when making this plan?
DETAILED INSTRUCTIONAL SEQUENCE	
Introduction/Anticipatory Set	How will you capture each student's attention? How will you incorporate a review of previous learning and/or create an interest in new learning?
Detailed Instructional Procedures	<p>Outline the lesson in detail (both content and teaching methods) in the order you expect to follow. When applicable, include the following information:</p> <ul style="list-style-type: none"> • What information will the students need in order to <u>complete the objectives</u>? This would include any directions needed. (will probably occur throughout the lesson). • How will you <u>transition</u> between learning activities? • What will the <u>students be doing</u> during the lesson? Will they be working in groups or alone? Will they be working with manipulatives? • Will you or a student provide a <u>verbal, visual, or etc. example</u> of the product or process? • How will you <u>check for understanding</u>? Include questions that will be asked throughout the lesson and desired responses (if appropriate). • <u>How in your lesson have you provided</u>

Closure	How will closure be brought to the lesson? Will there be follow-up home activities required? How or what did you do to check for understanding of ALL students? [Note: Assigning homework does not constitute a closure activity.]
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Informal Lesson Plan Format—Single Subject Teaching Credential

LESSON INFORMATION	
Designer	Include names of all creators of this activity. Your name will appear automatically.
Date of Lesson	Include the date this lesson will be taught—or the sequence of the lesson in the unit plan
Grade/Level*	
Time Frame	Provide an estimate of the time frame for this lesson. Include both number of days and duration.
Subject(s)*	
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g. The Civil War, Density, Short Stories, The Post Office, etc.)
PLANNING AND PREPARATION TO TEACH	
Purpose of Lesson	Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit (Engage—Instruct/Interact—Extend)?
Learning Objective(s)	What should each student (all diverse learners) be able to do as a result of this lesson? State the skills, concepts, and/or content that will be learned, rather than a task or product that will be completed. Be sure to use the ABC format and TSWBAT phrasing.
Standards*	To what content, ELD, and technology standard(s) does this lesson relate?
Assessment Tools or Strategies	How will you know if the students have met the learning objectives? Identify each assessment as diagnostic, formative, or summative and the performance indicators. Identify the assessment as formal or informal.
Materials Required	List anything for the lesson that you would ordinarily not have available. (text, chalkboard, chalk, paper, etc. can be assumed).

INSTRUCTIONAL SEQUENCE	
Brief Lesson Overview & Projected Timeline for Activities	List the major steps in the lesson and the estimated time you have allotted for the activities to be completed.
LESSON REFLECTION	
Brief Reflection (to be completed following the lesson)	What was your impression of the lesson? Why? What worked? What would you do differently or pay more attention to next time?