

Formal Lesson Plan Format—Multiple Subject Teaching Credential

In the space below, please provide comprehensive details of the lesson you plan to teach to assist you, your supervisor and/or cooperating teacher determine if this is a well planned and executed learning event. The text on the right hand side of the document is intended to provide guidance as you describe each area of the lesson plan.

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.
Subject(s)*	
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g., Ancient Civilizations: The Egyptians, Density, Short Stories, Data Display: Pi Charts, 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 (Introduce—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 concepts, skills, and/or content knowledge that will be learned. Use TSWBHT phrasing. The learning outcomes should relate directly to the Standards you list below.
Standards*	<i>(NOT EDITABLE)</i> To which CA content, ELD, and technology standard(s) does this lesson relate?

Assessment Tools or Strategies	How/what will you do to check for understanding of ALL students? 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. Align assessments with learning objectives.
Materials Required	List any equipment for the lesson that you would not ordinarily have available. (text, chalkboard, chalk, paper, etc. can be assumed).
Classroom Organization	How will the students be organized and engaged during and throughout this lesson? Be sure to address instructional and task oriented activities.
Sources Cited	What resources (text, website and/ 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	Outline the lesson in detail (both content and teaching methods) in the order you expect to follow. When applicable, include the following information: • What information will the students need in order to <u>complete the objectives</u>? This would include any directions needed and 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, realia, maps etc? • Will you or a student provide a <u>verbal, visual, auditory or tactile example</u> of the product or process? • How and when will you <u>check for understanding</u>? Include questions that will be asked throughout the lesson and anticipated/desired responses (if appropriate). • State how you will provide <u>access to learning</u> for diverse learners in this lesson?

Academic Language and Literacy Needs of ALL Students	How have you addressed the literacy needs of all your students, including students with special needs and language learners? Please <u>write a single paragraph</u> that takes into account the following literacy concerns, <i>as applicable to your lesson and students</i>. <i>Be clear</i> about your students' literacy needs and <i>be specific</i> about how you are addressing them. A little extra time spent here will go a long way toward ensuring a successful lesson. Here are some issues to focus on for your paragraph: • 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 concept, activity or text</i>. What words do students need to know to succeed?) • What reading strategies are offered to compensate for challenging written directions/texts? • What opportunities are there for all 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 learning activity?) [Note: It is likely that you'll experience a time crunch once you begin to incorporate literacy instruction into your lesson: you won't be able to "cover" as much material as before. Often taking a smaller conceptual chunk for the lesson, or stretching it over two or three days, is preferable for optimal learning. Remember, overall, learning is maximized by depth of exploration more than breadth of coverage.]
Closure	How will closure be brought to the learning experience? How will students debrief the learning experience and connect back to your stated purpose(s) for the lesson? [Note: Clean up or assigning homework does not constitute a closure activity.] Will there be follow-up home activities required?

LESSON REFLECTION

Reflection on What Was
Learned
(to be completed following
completion of the lesson)

What was your impression of the lesson? Why? What worked well? What did you learn about your students as learners and the differences in learning outcomes? What did you learn about yourself as a teacher? What would you do differently or pay more attention to next time? How might the changes benefit students' needs? Tie your reflections to theories and research wherever possible.