

## Suggested Lesson Plan Format

Name:		Date you plan to teach this lesson:
School:		Cooperating Teacher's Name:
Grade level:		Subject Area:
Title of Lesson:		
Standards		Labeled by content and written out Which state standards are you addressing in this lesson/unit?
Lesson Objectives	Content	Written in behavioral format at varying levels of Bloom's Taxonomy and are measurable.
	Skills	Include behavior, condition, and criteria
Materials and Resources Needed i.e., videos, texts, AV equipment, etc.		List what supplies/materials are needed and how they will be organized. You must also attach a copy of the handouts you will use/used during the lesson. List the considerations you might make for technology.
Opening/Anticipatory Set:		Opening & Hook: How will you "hook" the interests of students while linking objectives to previous knowledge and to their lives? How will you present standards/essential questions (learning targets) and purpose of lesson to students?
Activities/Procedures:		Detailed sequence for each step of the lesson. Describe the steps of your lesson, including how you will teach, model, practice the content or task, and encourage students to be active in their learning. Provide enough detail so that a substitute could teach your lesson. Include scripted questions you will ask students as they complete the activity.
Closure:		How will you "wrap up" the lesson so that it reinforces the lesson objective and encourages students to reflect on the purpose of the activities? Include scripted questions you will ask students to encourage reflection. How will you encourage students to sum up the lesson targets?
Differentiation Strategies		You must describe how the following needs in a classroom are met with this lesson (You must address all of the needs below even if they are not represented in your classroom) <ul style="list-style-type: none"> <li>• <i>Cognitive</i> (Both ends of the spectrum-those students who lack prerequisite knowledge and those who have already mastered the objectives)</li> <li>• <i>Learning Styles/Modes</i> (visual, kinesthetic, auditory) &amp; <i>Multiple Intelligences:</i></li> <li>• <i>Physical Needs</i></li> <li>• <i>Gender</i></li> <li>• <i>English Language Learners:</i></li> <li>• <i>Other needs any of your students may have:</i></li> <li>• <i>Social</i> (grouping strategies):</li> <li>• <i>Extensions for Early Finishers</i></li> </ul>
Accommodations		What are the accommodations, or where will you find accommodations, for your students?
Assessment <ul style="list-style-type: none"> <li>• Pre</li> <li>• Formative</li> <li>• Summative</li> </ul>		Describe the assessment instrument/technique that will measure each objective. Include with the description of the assessment the criteria that you will use to evaluate student work. These criteria must align with lesson objectives.
Reflection		(Standard Reflection Form-SRF) This section of the lesson plan is related to the CTE program standards listed in your syllabus.