Lesson Planning Guide – Tips and Hints

Name(s): Lesson length:
Grade Level: Subject:

I. Standards
If you are writing a lesson plan for language arts or mathematics, you only need to include the Utah Core Standard for your lesson. However, if you are teaching in another subject area (e.g. science, social studies, etc.), you need to include both the Utah Core Standard for your subject area and the Utah Core Standard in ELA or math that will be addressed as part of your content area lesson.

Utah State Core Curriculum Standard(s)
(http://schools.utah.gov/arc/curr/CORE/CoreBinder2013/index.html or http://www.uen.org/core/)
Copy and paste the entire standard right from the webpage for the Utah Core Standards – do not just write the number.

- Utah State Core Standard(s) for ELA or Math for content areas other than ELA and Math
  (Describe how this standard will be integrated.)

II. Intended Learning Outcomes
Remember that the standards listed above are often not measurable and that you may only be addressing them in part. You will need TWO additional statements here.

Objective (concept)
What do you want students to know? Create a lesson objective that will more specifically define what students will learn from your lesson about the standard(s) listed above, or copy and paste one of the objectives from the Utah Core here that is related to the standard you chose.

Indicator (Bloom)
What will students do to show what they know? Indicate the observable and/or measurable indicator(s) that are aligned with your lesson’s learning objective(s). Indicators should be clearly connected to lesson assessments and instructional procedures.

III. Assessment of Student Progress
You should clearly describe your plan for lesson assessments—pre, formative, and summative—here. Refer to the lesson indicators you articulated above. (In addition to describing your informal and/or informal assessments here, you should also identify them as they are used throughout your instructional procedures.)

Pre-assessment. How will you determine students’ prior knowledge with regard to today’s learning?
Formative assessment. How will you verify what each student is learning about those objectives? Your formative assessment may be formal or informal, but it should be directly linked to the lesson’s learning objective(s). In addition to describing what students will do, you should also briefly indicate what your expectations are for evidence of acceptable student understanding. These assessment results should be used immediately to inform instruction.

Summative assessment. This assessment may formal or informal.
- You may choose to include here an informal written statement about how well students are mastering material from this lesson (as measured by the lesson’s formative assessments) that will be included in a future, more formal and broader summative assessment.
- If you are including a formal summative assessment for this lesson, be sure to show how you will be evaluating student work (scoring guide, rubric, etc.).

IV. Preparation
Prior knowledge and skills. Identify prior student knowledge and skills that will be applied in this lesson, including formulas, concepts, or vocabulary.
Teacher preparation. Bullet any prior preparation you need to for this lesson; for example, gaining background knowledge for your lesson, planning for smooth transition between activities, arranging for your students to use a computer lab, etc.
- **Materials**
  List any materials you will need to gather for this lesson; for example, list handouts, markers, books, DVDs, transparencies, etc.

- **Target vocabulary**
  List 1 – 5 key vocabulary words that students should begin to understand or continue to build knowledge of during this lesson.

- **Technology Use**
  Indicate here any technology you may be using as a tool to assist student learning, including, but not limited to: laptop, projector, DVD player, television, Elmo, Smart Board, Internet (include URL), clickers, blogs, podcasts, or Web Quests.

**Student preparation.** How should students prepare for this lesson (bringing homework or materials, completing readings, etc.)?

V. **Instructional Procedures**

Be sure to clearly describe how you will engage students in your lesson and/or encourage them to contextualize their learning for the lesson content. Every lesson should include the pre-, formative, and summative assessments you described above, and every lesson should include a closure or summary activity.

**Differentiation.** Be sure to identify your differentiation strategies as they are included in your instructional procedures. Label in bold type the specific strategies here that you used for individual students or for groups of students as differentiation.

**Identify the instructional model(s) used in your lesson and include the steps for that model in your procedures.** Number and label each step, and explain how you will proceed with that step in your lesson. Be as specific with your descriptions as possible. During class discussions, for example, include examples of the questions you will ask as well as some expected responses. Lessons should not be scripted; however, you should have expectations at each step in order to determine if they’re on track to meet your objective.

**Attach any supplementary materials you will use in your lesson.** This includes anything you would give your students beyond the textbook they already have or readings that are readily available (e.g. graphic organizers, handouts, PowerPoint presentations, quizzes, etc. For a PowerPoint, you may attach a print out of the outline view.) If you are supplementing your lesson with video clips, include the name of the movie and the chapter. If you are supplementing with the Internet, cite the URL.

VI. **Accommodations.**

*Accommodations* are actually legally binding interventions formalized by a team of teachers and specialists at the school (referred to as a student’s “504” plan), and you must provide them whether you think the student needs them or not. Also, you cannot provide accommodations to a student who does not have a 504, regardless of how much you think that student deserves one. These might also be part of a student’s IEP plan.