

Idaho State University Department of Teaching and Educational Studies

Lesson Plan Template

Lesson plans should be written to a teacher audience. Use of first person is acceptable, but voice should always be professional and use appropriate academic language. Any outside sources should be cited using APA conventions.

Lesson Basics	
Name:	Date Lesson Taught (if applicable):
Coauthor(s) if applicable:	Unit Lesson #:
Title of Unit:	Time/Lesson Duration:
Title of Lesson:	
Grade Level:	Subject:

Lesson Essentials	
Rationale for Lesson: [Type 1-2 paragraphs here.]	
Learning Objectives Deeply Addressed in This Lesson (must be incorporated into procedures): 1. <i>I can... / SWBAT</i> 2. <i>I can... / SWBAT</i>	Objectives' DoK or Bloom's Levels 1. 2.
[Cognitive] Link to previous lessons (prior knowledge expectations): [Type explanation here.]	

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Key Idaho Content Standard(s) Addressed in Lesson (1-3):

-

Supporting Idaho ELA Standard(s) Addressed in Lesson (1-2):

-

Supporting ISTE Standard(s) Addressed in Lesson (if applicable):

-

What do students already know about these standards? What are they already able to do? How has this understanding influenced the content of this lesson plan?

[Type explanation here.]

Assessment Alignment

(All objectives must be assessed. Objectives may be assessed through more than one means and a single assessment may be adequate for more than one objective. Among your assessments you must include a "check for understanding," which should be described and explained in the chart below, and scripted in your procedures. There is no set number of required assessments.)

Lesson objective: (list singly)	Corresponding assessment(s): (to be described and explained under "Assessment Information," below)

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Formative Assessment Information	
<p>Lesson Assessment Title: Checking for Understanding (must be incorporated into procedures)</p> <p>Assessment Description: (Should include explanation of what the assessment is and how/when assessment will occur)</p> <ul style="list-style-type: none">• <p>Objective(s) Assessed:</p> <ul style="list-style-type: none">• <p>Formative/Summative:</p> <p>Formal/Informal:</p> <p>DoK and/or Bloom's Level(s):</p> <p>Assessment Rationale: (why is this an effective method of measuring learning progressions, comprehension, knowledge, understanding, etc.; how will it demonstrate that students are progressing toward meeting lesson objectives)</p> <ul style="list-style-type: none">• <p>Materials: (This may be a link, an embedded document, or an appendix. Include any and all checklists, handouts, instructions, grading criteria, etc.)</p> <ul style="list-style-type: none">• <p>Assessment Criteria: (explain how you will gauge/assess each student's progress toward achieving objectives, and what the criteria is for success)</p> <ul style="list-style-type: none">• <p>Additional Lesson Assessment(s): If applicable, list/describe additional formative assessments.</p> <p>Unit Summative Assessment Connection: How does your lesson assist and/or support students in moving toward successful completion of the unit summative performance assessment?</p> <p>[Type explanation here.]</p>	<p>Lesson Assessment Title: (to be incorporated into procedures)</p> <p>Assessment Description: (Should include explanation of what the assessment is and how/when assessment will occur)</p> <ul style="list-style-type: none">• <p>Objective(s) Assessed:</p> <ul style="list-style-type: none">• <p>Formative/Summative:</p> <p>Formal/Informal:</p> <p>DoK and/or Bloom's Level(s):</p> <p>Assessment Rationale: (why is this an effective method of measuring learning progressions, comprehension, knowledge, understanding, etc.; how will it demonstrate that students are progressing toward meeting lesson objectives)</p> <ul style="list-style-type: none">• <p>Materials: (This may be a link, an embedded document, or an appendix. Include any and all checklists, handouts, instructions, grading criteria, etc.)</p> <ul style="list-style-type: none">• <p>Assessment Criteria: (explain how you will gauge/assess each student's progress toward achieving objectives, and what the criteria is for success)</p> <ul style="list-style-type: none">•

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Materials
<p>Applicable Teacher Materials and Equipment (including technology): <i>(indicate if "N/A")</i></p> <p>Software and/or Internet Sites (Title & URL):</p> <ul style="list-style-type: none">• <p>Copyrighted Materials Cited in APA Structure (i.e. textbooks, research articles, trade books):</p> <ul style="list-style-type: none">• <p>Non-copyrighted Printed Materials:</p> <ul style="list-style-type: none">• <p>Equipment/Supplies (including technology, hardware, paperwork, etc.)</p> <ul style="list-style-type: none">•
<p>Student-Use Materials and Equipment (including technology):</p> <ul style="list-style-type: none">• <p>Material Management Plans (i.e. how are you preparing, distributing, and managing papers, supplies [safety considerations to be included if appropriate], manipulatives, books, Chromebooks, tablets, notebooks, etc.; management plans that include students should also be explicitly incorporated into lesson procedures):</p> <p style="padding-left: 40px;">[Type explanation here.]</p>
<p>Student Groupings (i.e., Explain whether students will be grouped as a whole, or in small groups, pairs, or individuals, and why. Groupings may change at various points throughout the lesson):</p> <p style="padding-left: 40px;">[Type explanation here.]</p>

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Lesson Methods, Strategies, and Procedures (Lesson Script)

- ✳ Indicate throughout your procedures when the WHERE TO elements are addressed (list the letter, highlighted, in parentheses).
- ✳ Specify how you will modify key elements of the plan for struggling learners (SLs), English Language Learners (ELLs), and advanced learners (ALs). This could include modified or additional instructions, materials, assignments, etc. Do NOT rely on translation for ELLs. Note: If you are a student teacher or pre-intern, list the specific students from the differentiation/accommodation form and how you will differentiate for them specifically, not just the general categories.
- ✳ Your lesson should be detailed enough that a substitute could follow your procedures and teach an effective lesson the way you envision it being taught. This means that you must script each activity. It is insufficient to say, for example, "Introduce the lesson," "Discuss the chapter," "Play the game," "Get out the Chromebooks," or "Do the worksheet." You must include specific questions, instructions, techniques, possible student reactions/responses, etc.

Lesson Script	Time	Differentiation (for each identified student)
Introduction (introduction of hook and objectives (e.g. "I can" statements) should all be delineated in your step-by-step introduction; may include formative assessment [i.e. bellringer]. Add more steps as needed.): <ol style="list-style-type: none">1.2.		(Address how instruction and resources will be differentiated. Address accommodations made for assignments and assessments. Explain the individual considerations made for each student at all parts of the lesson. For methods courses, use the more generalized SL/ELL/AL identifiers. For field-based courses and student teaching, provide specifics for the students identified on your D/A Form. Delete these instructions and the labels that are not needed.)
Lesson Procedures (instruction/lecture, questions, discussion, student engagement, activities, independent work, group work, transitions, material use, formative assessment[s], foreshadowing to unit summative assessment, etc., should all be delineated in your step-by-step procedures. Add more steps as needed.): <ol style="list-style-type: none">1.2.		SLs: ELLs: ALs:

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3. 4. 5. 6. 7. 8. 9. 10.		<i>or</i> Student 1: Student 2: Student 3: Student 4: Student 5:
Closure (<i>assessment, wrap-up, review of objectives, conclusion of lesson/class, should all be delineated in your step-by-step closing section. Add more steps as needed.:</i>) 1. 2.		
Extension (after lesson): (<i>Modifications or additional learning for students who master objectives early. Extensions should provide opportunities for students to apply concepts in new contexts or promote further exploration/research of lesson materials, not just give more of the same work or help others.</i>) [Type paragraph here.]		
Remediation (after lesson): (<i>Remediation strategies for the lesson are designed to provide appropriate opportunities for extra practice and assistance for students who did not fully grasp the content or goal of the lesson BEFORE the next building lesson.</i>) [Type paragraph here.]		

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Lesson Methods, Strategies, & Procedures Requirements Checklist

- As you write your lesson, be sure to include all of the following elements.
- When you review your lesson, double-check that all of the following elements are included. Add anything that is missing to your plan.
- Check off each component when complete. Be sure the checklist is completed prior to submission.

	a. Includes an introduction that stimulates student interest (the “hook”) and clearly covers the lesson objectives (i.e., student “I can” statements matched to standards to delineate outcomes). Students should be informed of the lesson objectives, and lesson procedures should explicitly state how/when the objectives/outcomes will be shared with students.
	b. Incorporates a variety of purposeful methods and strategies.
	c. Is aligned to learning objectives (fully addresses and teaches what is needed for students to be able to answer “yes” to the “I can” statements by the end of the lesson).
	d. For each activity, the lesson must identify and incorporate appropriate grouping of students (individual, pairs, small groups, whole class).
	e. Incorporates requirements for students to engage in higher-level thinking (Bloom's Taxonomy Creating/Evaluating Levels, or Webb's Depth of Knowledge Strategic/Extended Thinking Levels) OR includes a justification/rationale/context for how the lesson will build toward critical/higher-level thinking in future lessons.
	f. Inspires students' active participation (as opposed to only teacher-centered content)
	g. Includes material distribution/management/collection.
	h. Includes deliberate and appropriate closure that reviews the objectives.
	i. Utilizes “WHERETO” acronym (indicate throughout procedure sections where you have addressed each aspect of WHERETO by putting the letter in parentheses and highlighting it). <ul style="list-style-type: none">○ W = Where/Why: Where are we going? Why? What is expected?○ H = Hook/Hold: How will I hook and hold student interest?○ E₁ = Equip: How will I equip students for expected performances?○ R = Rethink/Reflect/Revise: How will I help students reflect on their learning, rethink, and revise?○ E₂ = Evaluate: How will students self-evaluate their learning? How will I evaluate student learning?○ T = Tailor: How will I tailor learning to varied needs, interests, and styles?○ O = Organize: Is the lesson organized and sequenced for student understanding, engagement, and success?

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**A comprehensive, introspective post-lesson reflection is required for those using this template in student teaching, and advised for those in any courses in which the lesson is taught to students.*