**University of Arkansas**

**College of Education**

**Lesson Plan Format**

**COE Course**

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| **Unit Title:**  | **Lesson Title:**  |
| **Subject Area:**  | **Grade Level:**  |

1. **Pre-assessment and Planning**

 ***Suggestions:***

* Pre-assessment should occur far enough in advance of planning in order to implement results of pre-assessment
* Should determine student readiness
* Review and connect to previous content
* Review and ensure 504 or IEP is addressed
* Questions to probe for understanding and background knowledge
* Focus on student learning outcomes
* Plan for classroom management
	+ Determine student needs that will influence grouping
* Speak with your university instructor for more content-specific suggestions, if needed
1. **Objective(s)**

 ***Suggestions:***

* Align objectives with appropriate curriculum standards (CCSS, PASS, NGSS, AR Frameworks)
* “At the conclusion of the lesson, the students will be able to….”
* Establish how material to be learned relates to previous and future learning outcomes
* Student-friendly phrasing of objectives (I-can statement, etc.)
* Speak with your university instructor for more content-specific suggestions, if needed
1. **Assessment**

***Suggestions:***

* How will you determine that the students achieved the objective(s)
* How will you determine that the students learned what was intended for them to learn
* How will you measure/provide evidence of impact on student learning
* Assessment is not always a test or test question
* Describe formative, summative
	+ Monitoring of student learning
	+ Evaluation and assessment of learning outcomes
* Assessments must be authentic
	+ Assessments must match learning expectations, for example, authentic performance tasks, criterion-based scoring tools used to evaluate student products and performances, variety of appropriate assessment formats
* Describe how results of assessment will guide future planning
* Describe how assessments can be differentiated for student needs
* Describe how you will provide feedback to individual students on their progress toward the objective(s)
* To what extent do the assessments provide fair, valid, reliable, and sufficient measures of student performance
* Speak with your university instructor for more content-specific suggestions, if needed
1. **Engaging the Learner**

***Suggestions:***

* Gain and maintain student attention (bell ringer, transitions, etc.)
* Anticipatory set
* Inquiry-based questions
* Communicate expectations, procedures, and routines that will keep students engaged in learning
* Connect future learning to past knowledge
* State the method you would use to engage the learner and give examples
* Classroom management skills used to promote student learning
* Speak with your university instructor for more content-specific suggestion, if needed
1. **Methods, Activities and Resources**

**Methods**

 ***Suggestions:***

* Accommodate for diversity in learning abilities and styles, gender, and cultural differences
* Multiple instructional strategies
* Scaffolding (guided practice, modeling)
* Identify and address potential classroom management concerns that could arise with these methods
* Closure
	+ Review of lesson referring to the objectives
	+ Solicit summary of learning from students/feedback to students
	+ Preview of next lesson
	+ Use of exit slips
	+ Connect to future learning and real-world experiences
* Speak with your university instructor for more content-specific suggestions, if needed

**Activities**

 ***Suggestions:***

* Accommodate for diversity in learning abilities and styles, gender, and cultural differences
* Outline instructional activities and time allocated
* Demonstration of upper and lower Bloom’s taxonomy levels
* Identify and address potential classroom management concerns that could arise with these activities
* Independent practice (assignment)
* Speak with your university instructor for more content-specific suggestions, if needed

**Resources**

***Suggestions:***

* Accommodate for diversity in learning abilities and styles, gender, and cultural differences
* Technology hardware/software/Internet
* Resources for classroom use and to extend content knowledge and pedagogy
	+ Printed materials
	+ Supplies
	+ Audio/video
	+ Visuals
	+ Other resources, such as class visitors
	+ Manipulatives
* Identify and address potential classroom management concerns that could arise with use of these resources
* Speak with your university instructor for more content-specific suggestions, if needed
1. **Potential Adaptations to the Lesson {PAL}**

***Suggestions:***

***What if:***

* Technology fails
* Schedule changes at last minute
* Material grasped or completed faster or slower than expected
* Possible troubleshooting/ problem-solving adjustments of planning
* Speak with your university instructor for more content-specific suggestions, if needed
1. **Collaboration**

***Suggestions:***

* How could you involve parents in the content
* How did/could you collaborate with other educators on this lesson
* How did/could you communicate with parents on student outcomes
* Speak with your university instructor for more content-specific suggestions, if needed