



RMU Lesson Plan – Template
Elements of Effective Lesson Plans

Introduction

Course:
Cooperating Teacher:

Period(s):

Grade Level:
Date:

Curriculum Context: *Describe where in the overall unit or framework the lesson falls.*

Lesson Title:
Main Concept/Big Idea:

Lesson Objectives: *Listed by domain and level (cognitive, affective, and psychomotor); and written in behavioral/observable/measurable form, including these five elements: written for the student, measurable (i.e., use measurable terms), clearly stated and specific to be useable, includes conditions of performance (given or withheld), and states criteria of acceptable performance (time, quantity, quality). The numbered objectives should be formatted as shown below:*

At the end of the lesson, the student will be able to:

1. Lesson objective (domain, level)
2. Lesson objective (domain, level)
3. Lesson objective (domain, level)

Standards: *Write out the discipline specific academic standards (generally PA Academic Standards or grade level enrolled alternative eligible content) addressed by the lesson, including the number and text of the standard(s).*

Materials: *List the materials that you will use for the lesson, including the number of each required. This section should be bulleted for easy reference.*

Use of Technology: *Explain how the teacher and/or students will use technology, including assistive technology, during instruction and/or completion of assignments (as applicable).*

Education Collaborators: *Identify any other professionals that will be present for the lesson, their role, and co-teaching model, if appropriate. If other professionals are present (additional teachers, reading specialist, paraprofessional, volunteer, etc.), their specific interactions with students should be outlined in the procedures section.*

Procedures

<p>Time and Material: <i>List the time frames and total time after the activity along with material and/or technology used. (e.g., 5 min, tot 10 min, SMART Board)</i></p>	<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • <i>This is a quick (2 – 5 minute) beginning to the lesson that piques interest and engages the students. It is not something that you “tell” the students, but rather something you create to generate excitement and readiness for the lesson. Examples include reading an exciting excerpt from a book, dressing in character, staging a discrepant event, placing an activity on the board for children to solve, or relevant review of previous lessons. This sets the stage for the learning to come.</i> 	<p>Objective(s): <i>List the objective number(s) addressed.</i></p>
	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • <i>This section, broken out into distinct parts in separate rows of this table, must detail how the instructor plans to facilitate the learning experience using a variety of instructional strategies.</i> • <i>List all activities and describe how students will be engaged. For example, if students must write, detail how you facilitate the writing experience and include any handouts, graphic organizers, etc. used.</i> 	

	<ul style="list-style-type: none"> List and describe all specific strategies used (i.e., Think, Pair Share, learning stations, small groups, cooperative learning groups, etc.) Student transition activities should also be described. This procedure section should include either numbered or bulleted steps that can assist the instructor (as reference) during instructional delivery. The steps must be sequential and specific. Include key questions that they teacher will ask during the lesson to deepen student thinking and understanding of lesson objectives and that can be used as a formative assessment tool. It is also useful to provide anticipated answers to your questions. 	
	<p>Closure:</p> <ul style="list-style-type: none"> This is an active yet brief summary or review of the lesson. The closure should actively have students reflect on the expected learning. A strong closure may involve key questions that the teacher poses to generate student thinking. This may be posed as journal or discussion question(s). The teacher does not “tell” during the closure; rather, the teacher involves the students in stating the key learning. 	

Assignment: List and describe any out-of-class student assignments (if applicable) that develop further learning and application of key concepts. Indicate which objective(s) are addressed by the assignment(s).

Student Evaluation: This important component of the lesson plan states the method(s) being used to evaluate student learning during the lesson (formative evaluation). The evaluation must **refer directly back to the objectives** of the lesson. How will you know and be able to prove what students know are able to do? What are you assessing? You need to list and describe how you evaluate using both formative and summative assessment methods and tools.

Type of Assessment	Assessment Tool(s)	Objective (s) Assessed
Formative	This is ongoing evaluation throughout the lesson. How will the instructor use formative assessment (e.g., questioning, activities with instructor observation, checking for understanding, etc....) and with what tools (e.g., checklist seating chart, data collection form, exit slip, etc. ...) as appropriate.	
Summative	This type of evaluation is conducted at the end of a lesson or unit with written exams, activities, performance tasks, projects, papers etc.... and incorporates the use of a rubric.	

Adaptations: This portion of the lesson is based upon any one or multiple students with special needs and may be include adaptations to materials, delivery, etc. in order to satisfy those special needs. Note that these needs may be social, emotional, or physical. It may include any extensions or remediation provided. Adaptations should address the class context needs. Note that IEPs and Section 504 documents are key instruments often used to address students' special needs.

Resources/References Used: Include web sites, books, journals, personal, etc.

Lesson Reflection: Teacher completes this section **AFTER** teaching the lesson by using the RMU Practitioner-Scholar Model reflected in Danielson.

Reflecting on Teaching, Domain 4a ... As a pre-service teacher, reflect on **your** performance in the classroom after teaching the lesson. Elaborate on as much of the following as appropriate:

- Domain 2 Classroom Environment:** How well did you create an environment of respect and rapport; establish a culture for learning; manage classroom procedures; manage student behavior; organize physical space. Explain.
- Domain 3 Instruction:** How well did you communicate with students; use questioning and discussion techniques; engage students in learning; use assessment in instruction; demonstrate flexibility and responsiveness. Explain.
- What decisions and/or adjustments will you make to improve your teaching before the next lesson? Reflect on how your decisions and/or adjustments will impact **student achievement**.