Objectives or Intended Learning Outcomes

List all lesson outcomes/behavioral objectives.

- 3 for one hour of instruction
- Action verbs (identify, list, analyze, synthesize, debate)
  - Bloom’s Taxonomy
- Share with students

Introduction:

This part of the lesson is very important in setting the scene for what students will learn in this lesson. Your role is to create a context for their learning and to help them connect what they are about to learn with what they already know (fundamental principle of learning theory).

- Anticipatory Set: Through these elements you inspire motivation, focus attention, review (link to past learning), and preview (tell them what they are going to learn and what your objectives are).
- Give lesson rationale: Outline why students should learn this material. Your explanation should be aimed at convincing the students who will be taught this lesson that what they are to learn is relevant to their lives. Remember to relate you rationale to the developmental level and interests of the students. If you can convince them now that "this stuff" is worth their attention, then the rest of the lesson will be considerably more successful!
- State approximate time expected for this part of the lesson.

Body

This usually occupies most of the lesson. Although it is broadly seen as one segment of the lesson, it should include a variety of different activities, incorporating various multiple intelligences. In the body student learn concepts and skills guided by you, another person in the role of teacher, or by some other medium that presents the concepts. It includes not only the "show and tell" part of the lesson, but even more importantly, provides opportunities for students to interact with you, each other, and the material being learned; while they apply what they have learned they should receive feedback on their progress, helping them fine tune until they are ready to go it alone and practice. For each part of the lesson body, state approximate time expected for this part of the lesson. The steps to follow are:
• Input/Presentation/Modeling: Include here a relatively detailed outline of the content that you will present in the lesson. Think of this part as your "teaching notes."
• Guided practice/Monitoring and Adjusting/Checking Understanding: describe what you will do to guide the students in practicing the skills you taught them through your input. Guided practice involves you working with them step-by-step, listening to or watching their performance, finding out where they are having problems (so this is a form of formative assessment). As you do this, or after you have monitored their progress:
• Feedback and Correction: what you or the students do to provide feedback as they work through the guided practice. Only once you are reasonably certain (based on your formative evaluation) that they have grasped the necessary skills/concepts should you then go on to:
• Independent Practice/Opportunities for Practice: this is where they work on their own or in groups to implement their learning.

Conclusion

This part of a lesson plan is fundamental in helping ensure that students synthesize what they have learned so far and make connections between today's lesson, the past, and, if applicable, what they are going to be learning next. It puts their learning back into context in a similar way in which you helped them create a learning context in your lesson introduction. The key elements to include here are:

• State approximate time expected for this part of the lesson.
• Review/Summary: wrap up what has been learned and accomplished in the lesson (even if they are in the middle of an exercise, it is still important to summarize to the point where they are now). Ideally involve students in this synthesis.
• Preview for next lesson: link what they did today with where they are going next.
• Explain or remind them of any upcoming assignments.

Assessment

Describe how you will assess if students have achieved the lesson objectives (list all assessment methods you will use during and after the lesson).