



Lesson Plan Template

Brigham Young University-Hawaii School of Education

Teacher: <ul style="list-style-type: none"> This is you! 	Grade Level & Content Area: Grade and Subject
Lesson Title: <ul style="list-style-type: none"> The title should clearly and accurately describe the topic or essence of your lesson. A reader should be able to see your lesson title and know exactly what you are focusing on. 	
Materials: <ul style="list-style-type: none"> Identify types and numbers of materials needed to teach this lesson. List your sources including titles and page numbers. 	
Common Core State Standards and/or Content Standards and GLO's: <ul style="list-style-type: none"> Identify 1-2 standard topics. Copy them in their entirety and include the reference numbers. The standard(s) should match the grade level of the class you are teaching. 	
Lesson Outcomes: <ul style="list-style-type: none"> Your outcome(s) is(are) <i>clear, specific, and measurable</i>. Match this template as you construct your outcomes: "Learners" + Bloom verb (do what) + noun/objective + specifics (how well) E.g. <ol style="list-style-type: none"> Learners defend a theme from a chapter in Sandra Cisneros's novel, <i>The House on Mango Street</i>, using at least three references to the novel. Learners analyze how Cisneros develops one theme over the course of the chapter, drawing upon textual evidence to support the analysis. 	
Background: <ol style="list-style-type: none"> Learners: Briefly describe the learners you will be teaching. This includes their experiences, interests, and backgrounds. Also describe what (you anticipate) they already know about the lesson/concept. Lesson Justification: Briefly justify <i>what</i> you will teach, or why this is appropriate content for your learners. Methods Justification: Briefly justify <i>how</i> you will teach, or why the instructional practices and approaches that you will use are appropriate for your learners. 	
Anticipatory Set: <ol style="list-style-type: none"> What activity will you use to creatively and participatively get learners engaged with the lesson and activate learners' prior knowledge? What advance organizer/framework will you use to organize the lesson? What pre-assessment activity and action will you use to assess learners' prior knowledge? 	

Instructional Sequence: List the instructional activities and events that will make up your lesson

Use headings appropriate to the instructional model that you are using, e.g., lecture, cooperative learning, discussion etc. Detail your instructional sequence of events under these headings.

- Teach an idea, skill, attitude etc.
- Formatively assess (check for understanding),
- Act – move on, or reteach using another strategy (differentiate) for individuals who have not learned. Specify what action you will take i.e. differentiate, UDL, RTI

Repeat this process until you complete your lesson.

You may use “say” and “do” language if that helps you clarify your instruction.

Closure:

- Wrap up the lesson using a short, creative, participative, and comprehensive activity. Students should be doing the intellectual work here.

Summative Assessment:

- Include your summative assessment with the accompanying rubric(s), answer key and marking guide that match the lesson outcome(s). Include or attach the assessment to this lesson plan

IEP Adaptations:

- Based on learners’ IEPs or 504 criteria, identify specifically what you will do to adapt to their special needs. It should look like this:
Students’ Initials: Adaptations that you will make in your instruction.

Reflection:

What questions will you ask yourself before, during, and after instruction to reflect on your teaching practice in general and this lesson in particular? Use *Before*, *During*, and *After* as subheadings for this section. Your post-lesson reflection should address these questions.