



SCHOOL OF EDUCATION

Lesson Planning Guide – Tips and Hints

Name(s): ____*____ Date _____ Time _____

Grade Level: ____*____ Subject: ____*____ Cooperating Teacher _____
(*Required field)

I. Utah State Core Curriculum Standard(s)

- Indicate the Core Standards and Objectives you are addressing in this lesson. These standards and objectives are often not measurable and may only be addressed in part.
- Write out the standards and objectives in their entirety.

II. Lesson Objective(s) / Goal(s)

- Indicate the precise, measurable indicator(s) that you are aligning with today's formative assessment and instructional procedures. *Choose your verb with care and underline it* (think Bloom).
- Your indicators may or may not come from the Core. You may need to be more specific or general than the Core in order to ensure alignment, or you may only be addressing a part of a Core indicator. The indicators on your Core are suggestions, not imperatives.

III. Preparation

A. Teacher

Bullet any materials or prior preparation you need for smooth transition between activities; for example, list handouts, markers, books, DVDs, transparencies, etc.

B. Student

Bullet here both materials and prior knowledge students will need to be successful today. For example, list homework assignments that are due, necessary vocabulary they have become familiar with in prior lessons, a reading assignment from the day before, etc.

IV. Technology Use

Indicate here any technology you may be using as a tool to assist student learning, including, but not limited to: laptop, projector, DVD player, television, Elmo, Smart Board, Internet (include URL), clickers, blogs, podcasts, or WebQuests.

V. Instructional Procedures

Some hints for outlining your instructional procedures:

1. Identify models and strategies as you use them (e.g. Direct Instruction Model, Concept Development Model, Snowball Strategy, Graffiti Strategy, QtA, etc.). Further, identify the steps to the models as you move through them.
2. Be specific with your descriptions, but do not script. Do not assume I or your classmates would teach this particular lesson the same way you intend to teach it. I cannot read your mind, nor do I have the time to try. Explain to me the movie you see in your head as you imagine the actual lesson.
 - In Q&A sessions, for example, include the types of responses that you expect or desire from your students. Don't script it word for word, but I do need to see how in-depth you plan to take your discussions and activities in order to assess your alignment.
3. Attach to your submission any supplementary materials you would use. This includes anything you would give your students beyond the textbook they already have or readings that are readily available. For example, include graphic organizers, handouts, PowerPoint presentations, bell quizzes, or extra readings. In place of a PowerPoint, you may include an outline of the material you would include. (Again, I need to see the depth you're intending).
4. If you are supplementing your lesson with video clips, I need the name of the movie and the chapter. If you are supplementing with the Internet, I need the URL.

VI. Accommodation(s) for Diverse Learner(s)

You don't actually place accommodations here. "Accommodations" are legally binding (referred to as a student's "504"). In this section, you really identify your *differentiation* strategies. While you have already included them in your Instructional Procedures, you still want to bullet specific strategies here. Tell me what you did and in what step I can see it applied. For example, "(profile) I used different colored markers in each of the columns on the board in Step 2 to help visual learners differentiate characteristics;" or "(readiness) I provided the readings in Spanish for my ELL students."

Differentiate your content, process, product and learning environment based on readiness (cognitive ability), learning profile, personal interests, and affect.

VII. Evaluation/Assessment of Student Progress

Identify informal assessments throughout your instructional procedures. (Informal assessment is the on-the-fly monitoring and adjusting that is not entered into your grade book. These include thumbs up thumbs down, questioning, vote-with-your-feet, observations, etc.).

Identify your formal assessment—pre, formative, and summative—here.

- A. **Pre-assessment:** How will you determine students' prior knowledge with regard to today's learning? (Q&A, bell quiz, snowball, observation, KWL, paper/pencil, freewrite, yesterday's activities, etc.)
- B. **Formative assessment:** Refer back to the lesson objectives (your verbs) you articulated in Step 2. How will you verify that each student mastered those objectives? Your formative assessment may be an exit slip, a journal entry, a bell quiz the next class period, a minute paper, an observational checklist, or other strategy. Remember that you can only assess at the level you taught. *If you do not assess your learning objective, and if your Instructional Procedures do not give your students the tools to succeed, your lesson plan is not aligned.*
- C. **Summative assessment:** Now identify how mastery of today's objectives will help your students succeed on your summative assessment (e.g. a unit or end-of-term exam, performance assessment, or project). *If today's learning will not help them summatively, your unit is not aligned.*

Other hints to ensure your success:

1. Presentation matters. You may have the most fabulous lesson plan in the world, but if it is sloppy or not well presented, your score will be docked. This includes but is not limited to formatting and assuring adequate white space throughout your document so my eyes don't fall out of my head.
2. Grammar matters. You are a future teacher of young people. Set an example to them of clear, professional communication.
3. Spelling matters. Edit your PowerPoint presentations, your handouts, and your lesson plans for proper spelling. Again, we don't want your students thinking you don't know the difference between "then" and "than" or "to" and "too."
4. Give credit where credit is due. You don't need to reinvent the wheel with every lesson plan; there are some amazing resources out there for your use. But for your sake and mine, credit material that you borrow. For example, you may simply state, "Retrieved or Adapted from <http://coolteachingmaterials.com>" in a footnote or at the end of a handout.