

Lesson Plan Format

Subject: _____
 Lesson plan made by: _____ Grade: _____ School: _____ Date: _____

Lesson objective(s):

Organization decisions to achieve the above objectives:

	Time	Learning Activities	Teacher Activities	Materials Needed
Introduction				
Sequence of activities in main body of lesson				
Conclusion				

LESSON PLAN

Objectives:

Teacher:

Student:

Materials:

Method:

Assessment/Evaluation:

Topic _____ Lesson Planner
 Date _____ Social Studies

Lesson Objectives	
Knowledge Objectives:	
Skill Objectives:	
Attitude Objectives:	
Learning Activities / Instructional Approach	
Introduction:	
Development:	
Closure:	
Resources:	Assessment Strategies / Tools

Lesson Plan

Objectives:

Motivation:

Materials:

Method:

Closure:

Evaluation:

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Instructional Skills: Observation Guide For Lesson Design

Observe for and record specific examples of what the teacher did and/or said to demonstrate the elements of lesson design.

What the teacher did or said:	Principles of lesson design:
	SET/FOCUS <ul style="list-style-type: none"> • What set did the teacher use? • Did it link new to old, actively involve students, provide a focus?
	PURPOSE <ul style="list-style-type: none"> • Were students made aware of objective and purpose? How? • Did the teacher lead students to value the learning?
	INPUT <ul style="list-style-type: none"> • What input did the teacher provide? • Was input relevant to the objective?
	MODELING <ul style="list-style-type: none"> • Did the teacher model (show, label, demonstrate) a new skill, process or concept? • Did the teacher focus students on essential learning?
	MONITOR FOR UNDERSTANDING <ul style="list-style-type: none"> • What strategy did the teacher use to check for understanding? • Did teaching process from easy to difficult, simple to complex? • Did student involvement progress from low to high risk, public to private?
	GUIDED PRACTICE <ul style="list-style-type: none"> • Was the teacher providing guided practice relevant to the objective? • How did the teacher provide knowledge of results, encouragement, assistance? • Were students' misconceptions clarified?
	INDEPENDENT PRACTICE <ul style="list-style-type: none"> • Were students engaged in an activity which allowed them to practice and apply the new learning (skill, concept and process) independently? • Did the teacher provide input, modelling and checking for understanding before moving to guided or independent practice?
	CLOSURE/SUMMATION <ul style="list-style-type: none"> • How did the teacher provide for closure? (Student summarizes independent learning, teacher asks for an overt response in the form of a question/activity by which closure occurs).