

## LESSON PLAN FORMAT

### List the Subject or Title of the Lesson

Name

Grade Level

Topic or Assignment #

- A. State Competency** - This should be an exact copy of the required Oklahoma state competency that teachers are required to teach at specific grade levels. (Because each of the Oklahoma competencies have several aspects, you may choose only one or two rather than trying to teach all of the competencies in one class period.) This section of the lesson plan in some states or in some schools would be called the “Goal.”
- B. Objectives for this lesson** - State specifically what the student will know or be able to do when you have taught the lesson (For example: The student will be able to spell 10 assigned science words at the fourth grade level of proficiency. Or the student will be able to analyze the story grammar of a short story. Or the student will be able to identify the causes of the War Between the States.) Remember that objectives must be measurable. Bloom’s Taxonomy can help with measurable objectives.
- C. Materials and Resources**—List the materials you will use to teach this lesson. Be sure to state the books, film, or Internet resources from which you will teach. (Be specific as to page numbers, length of film, Website, etc. Use APA format to cite your sources.)
- D. Instruction**
- a. Introduction** – What student prior knowledge will you access? What activities will you use to access that knowledge? How will you find out what the student already knows about your information? (pre-test, KWL, discussion?) How will you tie today’s lesson into previous lessons? How will you motivate the student to learn what you have to present in this lesson?
  - b. Instructional process**—What activities will you use to teach this lesson? What will you do or say? What will your students do or say? How long will this take? Have you broken up the lesson into segments? How will you monitor the learning process? **These activities MUST match your objectives.**

- c. **Closure** – This will end the lesson by reviewing the lesson taught, checking for understanding, asking questions, and student activities to reiterate the information.
- E. **Assessment** – How will you know the student learned what you thought you taught? (Test, skills sheet, physical task, project, etc.) Your **assessment must match the objectives**. (For instance, you will give a written test over the 10 science words. Or you will have a spelling bee over the 10 words. Or you will have students write an essay over the concept reflected in the 10 words and check for the spelling of these words.)
- F. **Modifications/Accommodations** – How will you adjust instruction and activities for those students unable to do regular course work? (Don't tell me you will have them read the book in their own language unless you are sure they can read their own language!) State the reason for the modification (dyslexia, vision impairment, ELL/ESL, deaf, autistic, etc.) and how you will modify the lesson. **You should have at least 2 modifications or accommodations.**
- G. **Reflection** - **You cannot do this step until you have actually taught the lesson.** At that time you should list the changes you must make because of time constraints, student abilities, or materials that were not adequate. Or perhaps you find that your teaching was not adequate and will do things differently next time you teach this same material.