Murray State University - College of Education
Lesson Plan

Name:_____ Date:_____ Age/Grade Level:_____

# of Students:_____ # of Students with IEP's:_____ # of Students with GSSP:_____ # of Students with LEP:_____

Subject:_____ Major Content: _____ Lesson Length:_____

Unit Title (if part of unit):_____ Lesson Title:_____ Lesson Number (if a sequence):____

Created by: (If not completely your original work, cite source–web or print):_____

Context

o   Explain how this lesson relates to the unit of study and your goals for teaching about the topic.

o   Describe the students' prior knowledge or the focus of the previous lesson.

o   Describe any critical student characteristics or attributes that will affect student learning.

Objectives (Learning Outcomes)

State what students will demonstrate as a result of this lesson. Objectives must be student centered and
   observable/measurable. No more than 3 objectives.
   1.
   2.
   3.

Connections

Connect your goals and objectives to appropriate Kentucky Core Content and/or Program of Studies. Use no more than
two or three connections, and if not obvious, explain how each objective is related to the Program of Studies and/or Core
Content.

Assessment Plan

In tabular format, organize how each objective will be assessed. Include copies of assessment instruments and rubrics
(if applicable to the lesson plan).

Objective/Assessment Plan Organizer (Expand or contract the table as necessary)

Objective Number	Type of Assessment (summative or formative)	Description of Assessment[1]	Depth of Knowledge Level[2]	Adaptations and/or Accommodations

[1] Examples: quiz, test, KWL, quick write, open response, essay, checklist, performance task, venn diagram, possible
   sentences, think/pair/share, photos, rating scale
[2] Level 1 – recall, Level 2 – application of skill/concept, Level 3 – strategic thinking to support ideas, develop a model,
   draw conclusions

Resources, Media and Technology

o   List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used
   with the students.

o   If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs.

Procedures

Opening

      Review of Prior Information (include what was learned prior to this lesson)

      Motivation (state the strategy that will motivate the learner)

      Lesson Objective (state the lesson objective(s) for students so they know what they will be learning)

Middle

      Presentation/Discussion:

      Describe the strategies and activities you will use to involve students and accomplish your objectives, including questions you will ask, and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

Closing

      Review of the lesson (state what was taught during the lesson)

      Foreshadow (state what will occur in the next lesson)

Impact on Student Learning
(Analysis of student achievement from this lesson)

Which students met performance criteria for the objective(s)? Which students did not meet the performance criteria for objective(s)? How do you know?

Lesson Refinement
(How will you change the lesson to improve student learning?)

1. What did your impact analysis of student learning tell you about how your students learn?

2. What did your impact analysis of student learning tell you about the success of the strategies you used?

3. How useful were the assessments in terms of student learning?

4. How will you differentiate instruction the next time you teach the lesson so that all students will learn?

Glossary:
Differentiation – The practice of giving students multiple options for learning information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process ideas, to develop products.
Formative Assessment – Provides evidence that students are making (or not making) progress in learning outcomes. Teachers use the information to make appropriate changes to instruction.
Summative Assessment – Comprehensive in nature, addresses accountability and is used to determine the level of learning at the end of a course of study.
GSSP – Gifted Student Services Plan
IEP – Individual Education Profile
LEP – Limited English Proficiency