

# Lesson Plan Templates Used in the Science Education Program

## MAE 4394/SCE 4194 - Perspectives on Science and Mathematics Education

II. Lesson plan clearly describing each of the following:

- (1) **Overarching Affective, Cognitive or Process Learning Goal(s)**
- (2) **Specific Next Generation Sunshine State Standards (NGSSS) and Lesson Objectives:** Sunshine State Standards and learning objectives for what the students will learn within the particular lesson;
- (3) **Approx. time** (e.g., 50 min., or 2 class periods (45 min. each), etc.);
- (4) **Materials:** Delineate materials and resources needed to effectively complete lesson;
- (5) **Procedures:** Procedures for the lesson (including discussion of what the students will do and what the teacher will do or ask)—if you do not have your own format for this, numbering the procedures as steps in the lesson is one clear way to layout the procedures;
- (6) **Assessment:** Discuss how to assess student learning in the particular lesson—can be informal or formal.
- (7) **Accommodations:** Any special accommodations that may be made for students with learning disabilities, physical disabilities or limited English proficiency (as needed).
- (8) **Handouts:** Any worksheets or copies of materials needed for the lesson;

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## SCE 4330 – Secondary Science Teaching Methods

### 1E. Lesson plans Lesson Plan Set-up (See Chapter 7, Lawson)

**PART I. Your resource unit must contain at least 5 lesson plans.** The lesson plans must show developmentally sound scope and sequence to the content and concepts that are presented. You may get ideas from other places but do NOT just xerox intact lesson plans from somewhere else.

- **Your selected assessments must correlate with your objectives. Each lesson plan must clearly articulate both formative and summative assessments. Each lesson plan must include summative assessment items from the end of unit test.**
- **Be sure to attach student worksheets, data tables, copies of lecture notes, or other handouts to each individual lesson plan as applicable. The Science Lesson Plan must include:**

1. Target Grade or Age Level
2. Scientific Process(es) Addressed
3. Florida Science Sunshine Standards and *National Science Education Standards*
4. Objective(s) List objective(s) as described in chapter 7 in the Lawson text. State the content and process objectives of your lesson. Begin each objectives with "*Students will ....*". Each objective should align to your assessment items.
5. Description of Introductory Activity (Anticipatory Set) and Discussion
6. Materials Needed
7. Description of Learning Activities
8. Guiding questions/Typical Discussion Questions (See Chapter 7, Lawson text).

- Lesson modifications for diverse learners-Describe how you will modify or customize your lesson implementation for students with special needs.
9. Include modifications for students with learning disabilities and students who are more advanced than the “mainstream students” in your class
  10. Lesson Closure
  11. Assessment (see both class texts)
    - A. How will you assess that leaning has occurred? **Include both formative and summative assessments.**
    - B. Describe the assessments you will use.
    - C. For formative, how will you use that information to inform teaching and influence learning? Be specific.
    - D. For summative, include assessment items that would appear on an end-of-the-unit quiz or test. Include a criterion-based assessment if appropriate.
    - E. These should align specifically to your lesson objective(s).
  12. Extension activities
  13. Applications to Real Life Situations
  14. **“5 Es” instructional model lesson plan component** (see Chapter 7,

Lawson):

You must include the “5 Es” instructional model as a part of your lesson plan (remember: it is permitted for your total lesson plan to take more than one class period using this model – just make sure that activities for each day are clearly indicated).

- A. Engage - Students are engaged by an event or question related to the concept that the teacher plans to introduce.
- B. Explore - Students participate in one or more activities to explore the concept. This exploration provides students with a common set of experiences from which they can initiate the development of their understanding.
- C. Explain - Students interpret data, construct inferences, make predictions, and build explanations. The teacher clarifies the concept and defines relevant vocabulary as needed.
- D. Elaborate - Students elaborate and build on their understanding of the concept by applying it to new situations and problems.
- E. Evaluate - Students complete activities that will help them and the teacher evaluates their understanding of the concept using a variety of assessments.

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## SCE 4944 – Student Teaching

Please find lesson plan template on the following page.

## APPENDIX F: STUDENT TEACHING LESSON PLAN FORMAT

**Directions for Use in Student Teaching:** Use this format whenever you have a scheduled observation with your FIU Supervisor or CT. Provide a typed copy to your observer during each pre-observation conference so that you may discuss your instructional objectives, skills, strategies, assessment techniques, etc. Your goal is to make sure that the observer clearly understands what your learners are expected to learn, what you and your learners will do to make that happen, and how you will know the status of each learner's progress at the end of the lesson.

### LESSON PLAN FORMAT

Name \_\_\_\_\_ Subject \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Lesson: \_\_\_\_\_

Objective/s:
Standards: <ul style="list-style-type: none"><li>▪ SSS:</li><li>▪ FEAP:</li><li>▪ TESOL:</li></ul>
Strategies: <ul style="list-style-type: none"><li>▪ ESE:</li><li>▪ ESOL:</li></ul>
Multiple Intelligences:
Materials:
Set:  Body: <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li><li>▪</li><li>▪</li><li>▪</li></ul> Closure:
Assessment: (must match objective/s)
Reflection: Your response to the lesson (to be completed after lesson; may be handwritten)