

Lesson Plan Outline

1. Lesson Title and relevant information: Include grade level, topic, and materials required.
2. Lesson Overview: What will your lesson involve and what do you want your students to learn (e.g., Students will work with colored counters to develop an understanding of adding integers)?
3. Lesson Objectives: Exactly what will students learn? Express these in terms of Bloom's taxonomy whenever possible.
4. State which NYS Standard 3 Key Idea(s) with specific topic(s) that your lesson addresses (e.g., Key Idea 5E: Use trigonometry as a method to measure indirectly)
5. Anticipatory Set: How can you actively engage every student and focus his or her attention on the subject matter of the upcoming lesson? How will this help students retrieve the prerequisite knowledge for the lesson?
6. Developmental Activity: Activities listed in sequence that provide the precise details of the lesson including:
 - a) Instructional strategies: How, specifically, are you going to teach the material? Are you using direct-instruction, cooperative learning, small groups or pairs of students, manipulatives, overhead? This is where you provide the detail of exactly how the important ideas of the lesson will be developed.
 - b) You should include (where appropriate): what problems will be done; what questions you will pose; what points you will emphasize; what vocabulary will be introduced; how you will model problems; what you will ask the students to do (guided/independent practice?); how much time you will spend on a given activity; how you will assess their progress; what particular responses you will be looking for during group and/or independent work; and anything else that you plan to do relevant to achieving your above stated objectives.
 - c) You should consider the following:
 - learning modalities (kinesthetic, auditory, visual)
 - multiple intelligences
 - address diversity of students
7. Closure: How and when will you and the students make the final summary/review of the main points of the lesson? This may occur at multiple points of the lesson.
8. Assessments: How will you know that the students have met your objectives (should be ongoing throughout the class, but you may have something specific at the end)?

Lesson Plan Assessment Rubric

Advanced (4 points)

- All of the lesson plan components and participant information are included.
- The title is extremely relevant to the lesson plan and may be creative or humorous.
- The standard category and the standard statement are correctly aligned with the lesson objectives.
- The content objectives are measurable and include some higher order verbs.
- All of the lesson procedures are listed clearly, in sequence, and with essential details. The activities if completed will lead to student achievement of the lesson's objectives.
- All the instructional strategies are aligned to the objectives. A variety of strategies are included to meet the needs of learners. Appropriate adaptations are included as needed.
- All of the assessments are aligned with the objectives. Copies of the scoring guides for performance assessments are included. Copies of other assessments are included if appropriate.
- The closure a) revisits the important points of the lesson b) is well explained c) is composed of appropriate questions and d) includes student reflection and/or participation.
- All the essential materials and resources are listed. Web sites are listed if appropriate.
- The lesson is completed on a word processor. Spelling, grammar, format, or organization of the lesson does not detract from the reading and understanding of the lesson.

Proficient (3 points)

- All or almost all of the lesson plan components and participant information is included.
- The title is relevant to the lesson plan.
- The standard category(s) and the standard statement(s) are correctly aligned with the lesson objectives.
- The content objectives are all measurable and include some higher order verbs.
- Almost all of the lesson procedures are listed clearly, in sequence, and with essential details. Most of the activities if completed will lead to student achievement of the lesson's objectives.
- Most of the instructional strategies are aligned to the objectives. A variety of strategies are included to meet the needs of learners. Appropriate adaptations are included as needed.
- All of the assessments are aligned with the objectives. Copies of the scoring guides for performance assessments are included. Copies of other assessments are included if appropriate.
- The closure a) revisits the important points of the lesson b) is explained c) is composed of appropriate questions and d) includes student reflection and/or participation.
- All or almost all of the essential materials and resources are listed. Web sites are

listed if appropriate.

- The lesson is completed on a word processor. Spelling, grammar, format, or organization of the lesson detracts very little from the reading and understanding of the lesson.

Basic (2 points)

- Some of the lesson plan components and participant information is included.
- The title is somewhat relevant to the lesson plan.
- Some of the standard category(s) and the standard statement(s) are correctly aligned with the lesson objectives.
- Some of the content objectives are measurable, but include few or no higher order verbs.
- Some of the lesson procedures are listed clearly, in sequence, and with essential details. Some of the activities if completed will lead to student achievement of the lesson's objectives.
- Some of the instructional strategies are aligned to the objectives. Instructional strategies are included, but may not be varied. Some appropriate adaptations are included as needed.
- Some of the assessments are aligned with the objectives. Copies of the scoring guides for performance assessments may or may not be included. Copies of other assessments are not.
- The closure a) revisits some points of the lesson b) is not clearly explained c) is composed of some questions and d) does not include student reflection and/or participation.
- Some of the essential materials and resources are listed. Web sites may or may not be listed if appropriate.
- The lesson is completed on a word processor or hand written. Spelling, grammar, format, or organization of the lesson detracts somewhat from the reading and understanding of the lesson.

Below Basic (1 point)

- Few of the lesson plan components and participant information is included.
- The title may be relevant to the lesson plan.
- Few of the standard category(s) and the standard statement(s) are correctly aligned with the lesson objectives.
- The content objectives are not all measurable and include few or no higher order verbs.
- Few of the lesson procedures are listed clearly, in sequence, and with essential details. Few of the activities if completed will lead to student achievement of the lesson's objectives.
- Few of the instructional strategies are aligned to the objectives. Instructional strategies may or may not be included. Appropriate adaptations are not included as needed.
- Some or few of the assessments are aligned with the objectives. Copies of the scoring guides for performance assessments may or may not be included. Copies of other assessments are not.

- The closure a) revisits a few points of the lesson b) is not clearly explained c) is composed of just a few questions and d) does not include student reflection and/or participation.
- Some or few of the essential materials and resources are listed. Web sites may be listed if appropriate.
- The lesson is completed on a word processor or hand written. Spelling, grammar, formats, or organization of the lesson detracts a great deal from the reading and understanding of the lesson.