LESSON PLAN COMPONENTS

LESSON TITLE
What is the big idea of and behind this lesson?

CONTENT SOURCE
What text or other form of content will be used in this lesson?

STANDARDS
To what standards are these lesson outcomes related?

OBJECTIVES
A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson. It is the end you have in mind, rather than the means, the object of the lesson and not the process by which you get there. The objectives are not a summary of or highlighting of key steps in the lesson. If your objectives describe activities students will engage in during the lesson, it’s a warning sign that they may be steps in the lesson rather than outcomes. Objectives tell me what will be different about students after the lesson. What change will you cause in them? How will they grow? What will they now be able to do that they couldn’t do before the lesson? Think of it this way: BEGINNING of the lesson...can’t do it. END OF/AFTER the lesson...can do it.

ASSESSMENT
Describe how you will collect evidence that the students have indeed met the lesson objectives. What does a student look like who has met the objectives? Decide what the students’ “knowing” looks like and how evidence of it is best collected. This evidence must allow us to discriminate between the student who “got it” and the student who didn’t. Please note: You should probably avoid “observe” or any similar verb in describing your assessment. If you plan to observe, please provide a copy of the observational checklist geared specifically to the lesson objectives and tailored to the evaluation activity(ies).

PROCEDURES
A description of what the lesson will look like in action...the steps or recipe you would tell someone else to follow if you couldn’t teach the lesson. This describes how the plan is operationalized. Keep in mind that it should provoke student activity, so focus on what the students are doing. We’ll divide the Procedures into three main parts:

- Before Reading
  - connecting to prior learning
  - focusing attention, laying groundwork, creating interest, sparking curiosity
  - generating background knowledge needed to better understand the new information that’s coming; setting purposes for reading

- During Reading
  - strategy(ies) for active engagement with the text

- After Reading
  - self-monitoring and metacognition; how to know if I got it or not
  - how will you bring closure to the lesson? how will you tie up loose ends and connect up the central points of the lesson? How will you anticipate and set the stage for the next lesson?
  - assessment procedure occurs here (or as an after-class activity)

RATIONALE
The rationale should justify the lesson plan, not the content being taught. Explain why this sequence of activities best leads to cultivating the behaviors or performing the skills or displaying the knowledge called for by the objectives. The rationale should trace the steady and persistent cord that connects objectives to activities to assessment. It’s not the reason to teach the selected content, but the reason to teach it this way.
## RUBRIC for LESSON PLAN REVIEW

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<tr>
<th>NAME of LESSON PLAN AUTHOR</th>
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### Lesson Components

- The objectives are observable, behavioral, and measurable. “Students will be able to…” do something as a result of, not necessarily as part of, the lesson.

- The assessments clearly relate to and measure the learning objectives. They are designed to collect evidence of student learning.

- The assessment discriminates; it should accurately distinguish students who have met the lesson objectives from those who have not.

- If observation is used as part of the assessment, a copy of the observational checklist geared specifically to the lesson objectives and tailored to the evaluation activity is provided.

- There are central or pivotal questions that serve to get at the “heart” of the lesson, its big ideas, or its most important points.

- The initial engagement initiates student learning and focuses student attention on the key ideas of the lesson.

- Clear, specific, detailed, step-by-step instructions are provided to guide the teacher through each element of each activity of the lesson.

- The activities of the lesson are engaging, creative, and innovative. They seem more “fresh” than “stale.”

- Student background knowledge necessary for learning the new ideas or skills is clearly activated.

- Students would know, understand, and be able to state the purpose for reading, viewing, writing, or speaking.

- Students’ engagement in content (reading, viewing, etc.) is active rather than passive. There is something to do while reading.

- The activities, if well-completed, will lead to student achievement of the lesson’s objectives.

- The selection of activities shows that the lesson plan author has thought about “why” and “when” strategies are best used. (The rationale should help justify the selection of strategies.)

- A closure that brings everyone back together and which revisits the important points of the lesson is well-explained.

- The closure encourages a “reflective” moment so that students may reexamine the important objectives of the lesson.
The lesson encourages students to monitor their own learning; particularly after engagement with content and ideas, they are compelled to self-examine whether they “got it” or not.

ALL necessary materials are referred to explicitly. It is clear what readings, handouts, or materials are being used in the lesson (rather than saying “the handout,” it is referred to by name).

Where appropriate, a bibliography of sources and resources is provided, with annotations.

The rationale justifies the plan, not the content. It explains why one should teach it this way.

The reviewer is not distracted by errors of spelling or grammar, unnecessary or cluttering graphics, or poor text presentation and organization.

**Open-Ended Questions**

What is it about this lesson that makes it teachable?

What is it about this lesson that makes it difficult to teach?

Would you want to be a student having this lesson “done” to you? Is it engaging? Would it inspire you? Why or why not?

Describe how the lesson plan compels:

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<th>ATTENTION &amp; CARING</th>
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