

Lesson Plan Template with Guiding Questions

Lesson Plans can be broken into four basic parts (with a warm-up and wrap-up as bookends)

□ ***Warm-Up/Review***

1. Learning Objectives
2. Phase I- Presentation- Exploration & Explanation
 - a. Determines readiness and experience
3. Phase II - Guided Practice & Collaboration with Instructor Reflection
 - a. What will students do with the material you present?
 - b. What do you learn through reflection during Phase II (is more Phase I or Phase II needed?)
4. Phase III - Assessment of Student Learning
 - a. How will you know students learned what they needed to learn? Did they meet the objectives of the lesson?

□ ***Wrap-Up/Connections***

LESSON PLAN

Title and Description of Lesson:

Lesson Objectives:

By the end of the lesson, students will be able to:

Teaching/Instructional Method: *(How are you going to present your content? (e.g., such as instructor and/or student led learning). This could include lecture, discussion, small group activity etc.*

Instructional Materials and Resources needed *(e.g. texts, handouts, materials, technology tools)*

Lesson Plan Template with Guiding Questions

Warm-Up / Anticipatory Set

- Review previous material (or activate background knowledge for new material).
- Introduce Objectives for the day's lesson.
- Review what will be presented today.

Phase I: Presentation (Exploration & Explanation; Determine Readiness and Experience)

Describe here the **process you will use to present course material** to explore and explain content that will open their minds, show benefits, and integrate new learning with prior knowledge and experience.

- What content are you going to present (e.g., concepts, theories, skills, procedures, etc.)?
- Gather materials and resources for each lesson - Referring to course objectives, collect the instructional components to be used in each lesson.
- Will you present a narrated lecture or have the students complete readings (e.g., instant expert)?

Phase II - Guided Practice & Collaboration (Encourage Autonomy; Formative Assessment & Instructor Reflection)

Develop and describe practice activities or events for students to use the content material (will students reflect on or "do" work in the class). Learners need to participate and contribute to learning so create practice activities or events for students to use the content material and collaborate with classmates.

- Select activities that foster interactive learning on an individual, group, or community level.
- Feedback opportunities might include instructor - students, student - student, educational/professional community, self-assessment, etc.).
- **Reflect on the results to determine if students are meeting the objectives.**

Phase III – Assessment (Independent Action)

Describe the graded items or evidence you will collect (i.e., assignments, discussions, projects, papers, quizzes, exams, etc.) that measure student learning outcomes based on the objectives. Design assessment tools that show and encourage immediate application of learning and determine successful student outcome.

- Students need to demonstrate knowledge and skills. How will you answer the question: "Have the course objective(s) been achieved?"?
- Create a description and instructions for your assessment.
- How will the students be graded? Create a grading scale or rubric if necessary.
- Select appropriate delivery methods for your assessment.
- Provide student feedback on performance.

Wrap-Up / Review and Connections

- Review the lesson material and how this information will transition into the next lesson (or into the real world) to help your students make the connections.