

Southern Wesleyan University  
School of Education  
Lesson Plan Format

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Subject: \_\_\_\_\_ Date: \_\_\_\_\_

State Indicator: \_\_\_\_\_

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

Essential Question: \_\_\_\_\_

Materials/Equipment \_\_\_\_\_

Technology Integration: \_\_\_\_\_

Understanding Your Learners:

Accommodations for Diverse Learners and English Language Learners:

Correlation to the IEP: \_\_\_\_\_

Behavioral Expectations:

**Comment [s1]:** The South Carolina Curriculum Standards are the basis for these. If you were teaching a lesson in fifth grade level in Reading, for example, you would include the following on your lesson plan: **Indicator:** 5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.  
See <https://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/>  
OR [www.s2martsc.org](http://www.s2martsc.org)

**Remember: Teach to the Indicator!**

**Comment [s2]:** The lesson objective states what you want the **students to do** to show you that they have the skill you taught them in this lesson. The lesson objective is related to the indicator and may or may not state the indicator. If the indicator is broad and your lesson is only covering part, that part should be communicated here. It should be written in measurable terms – such as retell, illustration, compute, write. There does not need to be a percentage of accuracy, although you should have an idea of what your expectation level is so you can build that into the assessment.

**Comment [s3]:** Turn the lesson objective into a question. Effective essential questions should be interesting to the learner.

**Comment [s4]:** •List all materials and/or equipment that will be needed during the lesson by either the student or the teacher.

**Comment [s5]:**  
**Technology Integration:** List any instructional technology equipment and applications that will be used during the instructional time. *If it is necessary for the successful completion of the lesson, write it down!*

Examples: computers    interactive boards  
listening center    PowerPoint    Excel

**Comment [s6]:** Students who may differ in some way(s) in their learning styles. When necessary, the Teacher Candidate must demonstrate flexibility, adaptation, accommodation, or special attention to meet such students' individual needs. What do you do for auditory, visual, and kinesthetic learners?

**Comment [s7]:** •DO NOT MAKE THIS INFORMATION UP IF YOU HAVE REAL STUDENT that you are writing this lesson for. List anything that you do to accommodate the unique needs of any student. Address auditory, visual, and kinesthetic learners. These accommodations should be document for th... [1]

**Comment [s8]:** •If you are the primary teacher for any student with special needs, then you *must* correlate the lesson with the student's IEP. If the student is working off grade level, then the lesson must reflect the **appropriate State Standard/Indicator**.

**Comment [s9]:** You must communicate to your students how you expect them to act and respond. Not communicating this is unfair to the students. You will have different expectations for parts of the lesson, communicate these in your plan and show how to plan to communicate to the students.

**The Teaching Model**  
**Procedure -**

**Attention Getter:** \_\_\_\_\_

**Anticipatory Set:** \_\_\_\_\_

**Content:**

- Key Elements of the Lesson
  
- Questions Pertaining to the Key Elements of the Lesson

**Strategies:** \_\_\_\_\_

**Closure:** \_\_\_\_\_

**Assessment:** \_\_\_\_\_

**Early Finishers:**  
**Enrichment:** \_\_\_\_\_

**Citations:** \_\_\_\_\_

**Reflection**

**Student Learning:** \_\_\_\_\_

**Comment [s10]:** How are you going to start the lesson – just go to the front of the classroom and wait – flash lights, say attention please???

**Comment [s11]:** Linking learning to past experiences makes acquisition of new skills much easier. What connections would you like the students to make?  
This is the beginning of the lesson during which you relate the lesson objective to past, present, and future learning. During the set you must communicate the objective of the lesson. It would be ideal to have the objective written on the board or somewhere in the room. Include an attention-gaining strategy to raise the students' curiosity and attention. It is not solely telling the students to open their books! The set must also include the behavioral expectations that you have for the students during the lesson.

**Comment [s12]:** What are the key elements of the lesson? In other words, what do the students need to know in order to be successful? It is a good idea to make a list of questions, which pertain to the key elements of the lesson.

**Comment [s13]:** •What strategy will you use to introduce or to review the key elements with the students? You might use direct instruction, model on the overhead, ask questions, etc. What activities have you planned for this lesson? You may have guided practice, which is an activity carried out during the lesson in which the teacher assists the students. Independent practice should occur only when the students are able to work with little or no assistance. Some other activities are collaborative learning, games, labs, brainstorming, research, field experiences, role playing, and debates. Han (... [2])

**Comment [s14]:** •This usually comes at the very end of a lesson. You may have mini-closures throughout the lesson; however, the **final** part of the lesson *must* contain closure. This occurs when the **teacher and students** summarize the lesson. Some type of questions that could be asked:  
•What did we learn today about \_\_\_\_\_. (... [3])

**Comment [s15]:** This is the part planned by the teacher to show that the students have met the stated lesson objective. It may be **formal** or **informal** in nature. If there are tests, worksheets, or student-produced products used in the assessment, copies *must be included* at the end of the lesson plan. Your assessment is how you measure mastery of th (... [4])

**Comment [s16]:** •At the conclusion of the lesson, students who finish early must have some planned activity. This must be communicated to the students. This activity should be for the benefit of the child. These activities *must be related* to the lesson objective. (... [5])

**Comment [s17]:** for the lesson plan. Students are to include APA style citations for any non-original lessons/activities. This will show whether the plan is an original plan, a plan from the cooperating teacher, or from a published site. If the student is a member of the organization that published the lesson, that should also be noted.

**Comment [s18]:** •The teacher should reflect on the quality of the lesson in terms of student learning. Did the students enjoy the lesson? Did the students accomplish the lesson objective?

- **Teacher Reflection:**

**How did you demonstrate your Christian Ethic of Care (SWU Disposition) during this lesson?**

**Comment [s19]:** •The teacher should expound on the success of the lesson. Specific results should be used from the analysis of the data collected during the pre-during- post assessments. What went exceptionally well? Is there a need for any changes in the lesson? If so, what? Reflect on your performance as a teacher and link your performance to the results of student learning.

- DO NOT MAKE THIS INFORMATION UP IF YOU HAVE REAL STUDENT that you are writing this lesson for. List anything that you do to accommodate the unique needs of any student. Address auditory, visual, and kinesthetic learners. These accommodations should be documented for the students and different than what you do for other students.  
More Exact Accommodations Examples:
  - 1) offer preferential seating as close as possible to the teacher or an appropriate peer. The seating may need to be away from doors and windows;
  - 2) read directions orally or highlight key words for students;
  - 3) repeat directions or other statements presented orally several times;
  - 4) match tasks with ability levels;
  - 5) read tests orally if they test knowledge of content other than in reading;
  - 6) allow students extra time when copying from the board or from a model;
  - 7) allow students extra time when completing assignments;
  - 8) reduce the length of assignments;
  - 9) accommodate for an OH Assistant who accompanies students who are mainstreamed; or
  - 10) Independent projects, such as research.

- What strategy will you use to introduce or to review the key elements with the students? You might use direct instruction, model on the overhead, ask questions, etc. What activities have you planned for this lesson? You may have guided practice, which is an activity carried out during the lesson in which the teacher assists the students. Independent practice should occur only when the students are able to work with little or no assistance. Some other activities are collaborative learning, games, labs, brainstorming, research, field experiences, role playing, and debates. Hands-on activities keep the students engaged in the learning. They can be individual or collaborative in nature. Include any necessary procedures for your planned activities.

- This usually comes at the very end of a lesson. You may have mini-closures throughout the lesson; however, the **final** part of the lesson *must* contain closure. This occurs when the **teacher and students** summarize the lesson. Some type of questions that could be asked:
  - *What did we learn today about \_\_\_\_\_?*
  - *Who can name the # most important \_\_\_\_\_ we discussed in today's lesson?*
  - *Why do you think it is important for us to know \_\_\_\_\_?*

This is the part planned by the teacher to show that the students have met the stated lesson objective. It may be formal or informal in nature. If there are tests, worksheets, or student-produced products used in the assessment, copies *must be included* at the end of the lesson plan. Your assessment is how you measure mastery of the lesson objective. During Pre-Clinical all observed lessons must have a pre-post assessment component which will enable data to be collected and analyzed. Teacher reflection must include this analysis.

- At the conclusion of the lesson, students who finish early must have some planned activity. This must be communicated to the students. This activity should be for the benefit of the child. These activities *must be related* to the lesson objective.