Lesson Plan Framework

Advisory Statement

The following document provides a basic overview of what the lesson plan should encompass and includes only a few leading questions under each category for clarification.

Students should consult their Blackburn College professors, the Blackburn College Lesson Plan Guidance Document, and/or the Teacher Performance Assessment Handbooks for a more comprehensive explanation for completing the required elements of the Blackburn College Lesson Plan form.
Lesson Plan Framework

Name: ___________________ Date: ____________

Lesson Title: ___________________ Lesson #: 1 of 1

Grade Level: ___________________ Lesson Length: ____________

Instructional Context

- What do I know about my students that will inform this lesson?
- How does this lesson connect with and build on the previous lesson(s)?
- How do you expect to build on this lesson in subsequent lessons?

Standards & Objectives

- **Standards Addressed**: List ILS, Common Core, SES, and/or applicable National Content Area Standards.
- **Learning Objectives**: List the specific content learning objectives for the lesson, using the ABCD model.

Academic Language Targets

List the academic language or content language needed for this lesson.

Differentiation

- What procedure is planned for students who don’t reach a learning objective as planned during the lesson? What places in your lesson may the content be confusing or “knot up”? What alternative ways do you have to present/explain the content if you need it?
- What supplemental and/or integrative objectives might you prepare for accelerated mastery of the lesson by all students?
- Are there additional supports for ELL, IEP, or 504 students?
- Are there additional supports for gifted students?

Materials, Resources, and/or Safety Issues

List the books, handouts, notes, manipulatives, equipment, technology, and other materials you will need for the lesson.
Assessments

- Link each assessment to the corresponding lesson objective.
- How will you assess students prior to beginning the lesson?
- How will you assess students during the instructional phase of the lesson?
- How will you assess at the close of the lesson?

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<tr>
<th>Type of Assessment</th>
<th>Lesson Objective</th>
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Instructional Procedures

- Provide a sequential description of the instructional strategies, procedures, and learning tasks for the lesson, using an appropriate instructional model (direct instruction, inquiry based, etc.) for the instructional context and lesson objectives.
- Include times with each step of the lesson.
- Insert the informal assessments listed above in the lesson.
- Consider what adjustments might be made to the lesson. (If this happens, then...)

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<tr>
<th>Time</th>
<th>Instructional Strategies/Learning Tasks</th>
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*Formatting notes: For ease of entry and navigation, this section is formatted as a table with 2 columns and only 1 row. Please enumerate each of your steps.*

Reflection

- What worked for whom? Why?
- What didn’t work and for whom? Why?
- What are your next steps based on the data from this plan?