



# Lesson Plan Guidance Document

## Advisory Statement

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

*Students should consult their Blackburn College professors for a more comprehensive explanation for completing the required elements of the Blackburn College Lesson Plan form.*

## Lesson Plan Framework

<b>Name:</b>		<b>Date:</b>	
<b>Lesson Title:</b>		<b>Lesson #:</b>	1 of 1
<b>Grade Level:</b>		<b>Lesson Length:</b>	

**Instructional Context:** Your initial lesson plan will need to include demographic and anecdotal information about your students. This information provides the social/emotional/behavioral context for decisions you make in regard to student learning. This information should include: Number of students, Categories of special need (ie: children with autism, learning disabilities, gifted), Socio-economic factors (free and reduced lunch rate of class), socio-cultural factors (2 bi-racial students, 3 non-English speaking students), Grouping strategies and challenges.

It is important when planning your lesson to think about several things: How does this lesson build on students' prior learning? How is it congruent with the unit and curriculum goals? How will I assess that we have met the lesson objectives by the end of the lesson? How have I met the different learning styles of the students? 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?

*Example: Because students demonstrated at the end of the previous lesson that they did not understand the family's relationship to Calpurnia in "To Kill a Mockingbird", it was decided that we needed to set a historical context for understanding the role of the black servant in the southern white home. Hopefully, this lesson will help students understand the attitudes of other characters that they will meet in the novel. Several of the students in this diverse class have already drawn parallels with the "Black Lives Matter" movement of today.*

**Standards & Objectives:**

- **Standards Addressed:** List ILS, SES, NGSS, and/or New Illinois Standards for Social Studies.
 

*Example: RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

*SS.H.2.6-8.LC Explain how and why perspectives of people have changed over time.*

**Learning Objectives:** List the specific content learning objectives for the lesson. A lesson objective is not a unit goal, a content standard, or an activity; it is a means of achieving the unit goals and defines what students will **know, value, or be able to do** as a result of

the lesson activities. When designing lesson objectives, ask yourself, "After today's lesson what will my students know? Be able to do? Value?"

*Students will compare character traits of Calpurnia in "To Kill a Mockingbird" to character traits of the woman in Maya Angelou's poem "Still I Rise".*

*Students will analyze the social/historical constraints of the 1930's to the social/historical constraints of the 1960s in regard to specifically African American Women, and determine what historical events shaped the lives of those women.*

**Literacy Target:** These are the key Bloom's verbs that describe what skill the students will be using during the specific lesson. *Compare, analyze, determine...*

**Academic Language Targets: Vocabulary for the Specific Lesson**

*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? (provide visual material in written form, provide written directions, provide access to audio/visual format)*
- *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? (interpreter, audio and visual in native language, extended time)*
- *Are there additional supports for gifted students? (access to advanced interpretations, access to additional video representations, alternative assignment/assessment)*

**Materials, Resources, and/or Safety Issues**

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

*ie: video of Calpurnia, video of Maya Angelou, Calpurnia quotes with page #s, four column sheet with both characters and historical event and analysis space*

**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?

Type of Assessment	Lesson Objective

**Instructional Procedures: Scripted** (actually “walk” through the lesson from beginning to end using the blank space in the template below)

- 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...)

Time	Instructional Strategies/Learning Tasks
	<p style="color: red; text-align: center;"><i>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.</i></p>

**Reflection: (Complete only if lesson is taught)**

- 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?