

Suggested Lesson Plan Design Elements

Pacific University School of Education

1. Title: What is the title of your lesson?
2. Context: What is the grade or developmental level of the students? How does this lesson fit into the larger unit structure? What previous lessons support or provide a foundation for this lesson? What are the relevant time frame dimensions (class length, season, location...)
3. Objectives: Carefully construct 1-4 Specific Objectives (including Context, Concept, Behavior) that reflects a taxonomic range across a group of lessons.
4. Benchmarks: What Oregon or national standards or benchmarks is the lesson designed to address?
5. Preparation – What is needed to prepare the room, the students, relevant materials, computers, helpers...
6. Lesson Introduction/Set: (time)
What will you do to introduce the lesson, to activate previous schemes, to begin to engage the students in the materials and ideas planned for this lesson?
7. Sharing Objectives: (time)
What will you do to share the purpose or objectives of the lesson with students? If appropriate, how are you going to encourage students to participate in the construction of lesson objectives and personally relevant learning goals?
8. Learning activities: (time for each)
What is the organized flow of activities that you have planned and how much time is allotted for each activity? Lessons might include a variety of learning activities such as teacher led activities, student led activities, individual work, small group work, modeling, gathering resources, exploring materials, etc.. It is also critical to include means for checking for students' understanding and providing feedback to students about their progress towards attaining the objectives. Be sure to include ideas for creative extensions and/or differentiations for those with special needs. Note how you might you support students who are able to go beyond the basic lesson.
9. Closure: (time)
How do you plan to end, have students summarize, or wrap up the lesson in such a manner that it fosters understanding or higher level thinking about lesson concepts.
10. Student Evaluation: What will you do to evaluate the students' attainments of the objectives? Keep in mind the utility of authentic assessments. Across a number of lessons, work for a thoughtful and utilitarian mix of formative and summative assessments (where appropriate). Be sure that the evaluative dimensions of interest correspond to the objectives that you have constructed.
11. Teacher Self-Reflection: (Before) What elements of this lesson are you anticipating will be particularly challenging, how will you work to facilitate a smooth and effective lesson? (After) How did the lesson go? What elements went well, how did you do, how did the students do, what things might you change in the future?