



Lesson Plan Form

Name: _____

Date: _____

Objectives

- _____

- _____

- _____

- _____

Plan

Warm Up/Review (Time allotted: _____)

Introduction to new lesson (Time allotted: _____)

Presentation (Deductively/Inductively) (Time allotted: _____)



PROJECT READ

CHANGING LIVES THROUGH LITERACY

Practice/Activities (Time allotted: _____)

Evaluation (Time allotted: _____)

Application (Homework/Follow-Up Activities) (Time allotted: _____)

Descriptions

Objectives: Objectives are the first step in writing a strong lesson plan. In the Objectives section of your lesson plan, write precise and delineated goals for what you want your students to be able to accomplish after the lesson is completed. Be Specific. Use numbers where appropriate. To define your lesson's objectives, consider the following questions:

- What will students accomplish during this lesson?
- To what specific level (i.e. 75% accuracy) will the students perform a given task in order for the lesson to be considered satisfactorily accomplished?
- Exactly how will the students show that they understood and learned the goals of your lesson? Will this occur through a worksheet, group work, presentation, illustration, etc?

By thinking clearly and thoroughly about the goals of your lesson, you will ensure that you are making the most of your teaching time.

Warm-Up/Review: Beginning your lesson plans with a five-minute warm up or ice breaker can serve to focus your students on the topic, open up creative thinking, and help them to apply the learning in new ways. The feedback you get from students also gives you an instant reading on where their heads are. This is also a great time to review concepts from the previous lesson and identify any weak areas that may need to be addressed again.

Introduction to new lesson: The introduction to a lesson is often overlooked and taken for granted. A good introduction, though, will engage students, tell them what to expect from the lesson and provide a framework from which each student can work. A good lesson plan introduction will do three things:

1. Draw the students' attention and interest.
2. Inform the students what they will be learning about.
3. Provide a foundation or framework for the students to start from.

Presentation: If your lesson plan were a hamburger, then the presentation section would be the all-beef patty. After writing the objectives, you're ready to delineate exactly how you will present the most important lesson information to your students.

Your methods of presentation could include reading a book, displaying diagrams, showing real-life examples of the subject matter, using props, discussing relevant characteristics, watching a movie, or other hands-on and/or presentational steps directly related to your lesson plan's stated objective.

When determining your methods of presentation, consider the following questions:

- How can I best tap into the various learning modalities (audio, visual, tactile, kinesthetic, etc.) to meet the learning style preferences of as many students as possible?
- What materials (books, videos, mnemonic devices, visual aids, props, etc.) are available to me for this lesson?
- What relevant vocabulary do I need to present to my students during the lesson?
- What will my students need to learn in order to complete the lesson plan's objectives and independent practice activities?
- How can I engage my students in the lesson and encourage discussion and participation?

Think outside the box and try to discover fresh, new ways to engage your student's attention to the lesson concepts at hand. Get creative, hands-on, and excited about your lesson plan, and your student's interest will follow. Before you move on to the practice/activities section of the lesson, check for understanding to ensure that your student is ready to practice the skills and concepts you have presented to them.

Practice/Activities: In this section, outline how your students will demonstrate that they have grasped the skills, concepts, and modeling that you presented to them in the presentation portion of the lesson. As a tutor, you should observe the student's level of mastery of the material in order to inform your future teaching. Additionally, provide focused support if your student needs extra help to reach the learning goals. Correct any mistakes that you observe.

Evaluation: A lesson plan is not complete without the final step of evaluation. This is where you assess the final outcome of the lesson and to what extent the learning objectives were achieved.

Learning goals can be assessed through quizzes, tests, independently performed worksheets, hands-on experiments, oral discussion, question-and-answer sessions, or other concrete means. Most importantly, ensure the evaluation activity is directly and explicitly tied to the stated learning objectives.

Once the student has completed the given evaluation activity, you must take some time to reflect upon the results. If the learning objectives were not adequately achieved, you will need to revisit the lesson in a different manner. Student performance informs future lessons and where you will take your students next.

Application: This is when you wrap up a lesson plan and help your student organize the information into a meaningful context in their minds. A brief summary or overview is often appropriate. Another helpful activity is to engage students in a quick discussion about what exactly they learned and what it means to them now.

Look for areas of confusion that you can quickly clear up. Reinforce the most important points so that the learning is solidified for future lessons. It is not enough to simply say, "Do you have any questions?" Similar to the conclusion in a 5-paragraph essay, look for a way to add some insight and/or context to the lesson. This is a great place to assign homework so they can try out the concepts they have learned on their own.