

EASTERN ILLINOIS UNIVERSITY

DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY  
AND MIDDLE LEVEL EDUCATION

**The Department Lesson Plan**

Elements of the Department Lesson Plan are meant to be adapted for the following strategies: Direct Instruction, Concept Teaching, Cooperative Learning, Problem-Based Instruction, Classroom Discussion, and Guided Inquiry.

TITLE OF THE PLAN: (optional)

GRADE LEVEL:

SUBJECT AREA:

CONCEPT/SKILL: What are you going to teach?

TARGET AUDIENCE: (Regular class, small group, individual)

TIME FRAME: (one class period, 40 minutes, etc.)

- I. PREPARING TO TEACH: Identifying goals, objectives, purpose, and gathering materials and resources.
  - A. GOALS: List district, state and national goals/standards that the lesson will support. (ISTE-Nets technology standards for the students, Illinois Learning Standards/Common Core Standards. ELL standards [http://www.isbe.net/bilingual/html/elp\\_standards.htm](http://www.isbe.net/bilingual/html/elp_standards.htm), etc.)
  - B. OBJECTIVE(S): This is a statement of what the students will be able to do as a result of the lesson. Write cognitive, affective and/or psychomotor objectives that identify the pupil performance expected, the conditions under which the performance will occur, and the criteria for acceptable performance. The objective must be measurable.
  - C. PURPOSE: What is the purpose of this lesson? How does the purpose relate to the objectives? How does the purpose relate to the curriculum, students' previous experiences, community and society?
  - D. MATERIALS: Include materials that are necessary for teaching the lesson, especially those that are unique to the lesson. Examples are: books, teachers' guides, videos, computer program, models, artifacts, magazines, newspapers, poster, etc. Be specific. Include page numbers that students will be using during the lesson. Include the title and URL address of websites that will be used during the lesson.
  - E. RESOURCES: List resources used to research the content and skills needed to plan this lesson. What appropriate *technologies* can be used in the instructional process to support the learning experience for the students? Examples: websites, journal articles, books, teacher guides, peer/colleagues, etc. Be specific. Include page numbers from resources and/or the title and URL address of websites that will be used preparing the lesson.
- II. INSTRUCTIONAL PROCEDURES: This is the heart of the lesson. Include detailed step-by-step bulleted or numbered procedures. The procedures include: information (concepts/content/skills), activity directions, leading question(s), examples, questions and expected answers, etc.
  - A. FOCUSING ACTIVITY: Activate students' prior knowledge and interest. Focus the students' thinking on the learning experience to come.

- B. **PURPOSE:** Tell students what they are going to be able to accomplish and why the objective/s are important to them. Connect the focus of the lesson to the objective/s. Use language student can understand. Enable students to explain the purpose of the lesson in their own words. The purpose can be introduced at the beginning of the lesson or at the end.
- C. **INSTRUCTIONAL PROCESS:** This is the *heart* of the lesson. Include detailed step-by-step bulleted or numbered procedures. The procedures include: information (concepts/content/skills), activity directions, leading question(s), examples, questions and expected answers, etc. Use a variety of methods, materials, and activities to differentiate instruction to meet the individual needs of all students. Consider Bloom's Revised Taxonomy to focus on higher order thinking skills and problem solving.

**MODELING:** *Modeling throughout the Instructional Input* includes specific examples, illustrations, and demonstrations used to teach the concept/content/skill and the task students will undertake to demonstrate they have met the objective(s).

**CHECKING FOR UNDERSTANDING:** Checking for Understanding *occurs throughout the instruction* as the teacher questions the students and uses cues to be sure the students comprehend. Include questions and expected answers that will be used in the lesson.

- D. **TASK/GUIDED PRACTICE:** The task is designed as a way for student to respond to the instruction that they have experienced. Includes rubrics, directions and specific guidance needed to be given to the students. Checking for Understanding also *occurs throughout the guided practice* as the teacher monitors student work and looks for evidence that the students are meeting the objective/s.
- E. **INDEPENDENT PRACTICE (*include when appropriate*):** When students can perform without major errors, discomfort, or confusion, they are ready to develop fluency by working without the assistance of the teacher. (Independent practice may occur after Closure.)

III. **CLOSURE:** Bring the class back together for a review and summary of the lesson, reinforcement of key concepts, and possible sharing of student work. Encourage students to share their unique discoveries and creations. Relate this work to previous lessons. Anticipate the next lesson.

#### IV. ASSESSMENT

- A. **Student Assessment:** Plan assessment *prior to lesson presentation matching the lesson objective/s* with the assessment procedure and with the task, which you will assign. A student's level of performance must be measureable and observable. Examples are: rubrics, checklists, finished products, portfolios, quizzes, oral presentation, constructions, and written work of all kinds. Student behaviors and student work produced during the guided practice and independent practice enable the teacher to evaluate the success of the lesson.
- B. **Teacher Assessment & Reflection:** The teacher will reflect upon the procedures and techniques, which she/he has used in this lesson. Go back through the *Instructional Input and Assessment* piece of the lesson plan and examine elements for improvement. The teacher will focus on specific skills or strategies he/she used to teach the objectives/concepts of the lesson and reflect upon student learning.