Armstrong's Lesson Plan Template

School’s Name: 
Subject/Topic: 
Grade Level: 
Time (minutes) required for lesson: 
Date(s): 

INSTRUCTIONAL GROUP (indicate with X): ______ Individual ______ Small ______ Large ______ Whole class

CENTRAL FOCUS:

CLASSROOM CONTEXT/DEMOGRAPHICS (as appropriate): Note the diversity of the learning group including class size, learning ability levels, language considerations, etc.

PURPOSE/RELEVANCE: State why this lesson is important for the students.

PREREQUISITE SKILLS/KNOWLEDGE (list):

GA-CC PERFORMANCE STANDARDS (list):

GOALS OF LESSON Aligned WITH GEORGIA PERFORMANCE STANDARDS (list):

ESSENTIAL QUESTION(S): An essential question can help guide the lesson and encourage creative or critical thinking on the part of the students.

ACADEMIC LANGUAGE DEMANDS:

a. (Required) Language Function: Identify the purpose for which the language is being used

b. (Required) Vocabulary: Identify words in the content area from the standards and objective

Either Syntax and/or Discourse are required

c. Syntax: A set of conventions for organizing symbols, words, and phrases together into structure (sentences, graphs, tables, a staff in music)

d. Discourse: Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

MATERIALS/EQUIPMENT/TECHNOLOGY REQUIRED: Explain how technology will be used to enhance the lesson and support performance standards. Attach copies of printed support materials such as study guides, enrichment materials, cited resources, assessment(s), and assessment record(s) that are used with this lesson.

LESSON OBJECTIVES: Each objective typically state the condition, performance, and the criterion. For example: Given a paragraph containing five capitalization errors (the condition), the student will mark the five errors (the performance) with 100% accuracy (the criterion).

ASSESSMENT: Describe the procedures, activities, or instruments that will assess whether students are meeting the goals and objectives of the lesson. Describe any products students will produce. Describe how assessment data will be recorded, analyzed, and used. Describe how students will receive feedback.
PROCEDURES

**Introduction: Estimated time?** Provide an explanation to describe the lesson’s standards to stimulate students’ interest and engagement, and to give an overview of what is expected of the student that links the new lesson to previous learning/prior knowledge.

**Strategies: Estimated time?** Explain how the lesson will be conducted. What are the steps? Indicate whether this will be direct instruction, teacher modeling a skill with students engaged in independent practice, teacher monitored peer tutoring, a science lab, an experiment or other teaching procedures and requisite strategies. Indicate how you will involve students in making decisions about their learning. Describe how you will engage students’ higher-order thinking skills.

**Application/Independent Practice: Estimated time?** Describe the activities that will be used to assess students’ understanding.

**Closure: Estimated time?** Teacher and students engage in a review of what was covered in the lesson. Describe the strategy or activity that will be used to facilitate students’ recall and maintenance of learning.

**Extended Practice/Homework: Estimated time?** Indicate any developmentally appropriate practice students will perform independently prior to the lesson that will follow this one.

**ACCOMMODATIONS/DIFFERENTIATION:** Indicate the accommodations required to support the learning of exceptional students, including the gifted, those students who have disabilities (having 504 plans or IEPs), as well as those students who do not speak English as their primary language (ESL). Specify the disability or disabilities along with the accommodations. Provide the number of ESL students and specify accommodations.

**REFLECTION:** Describe the strengths and weaknesses of the lesson. What did the lesson’s assessment data reveal? How effective were the assessments? What would you do to improve the lesson? How do you plan to re-teach those who had difficulty with the lesson? How effective were the accommodations? How effective were the materials you used? If you used equipment or technology, how effective was it in supporting student learning? What did you learn from conducting this lesson?

**CITATION OF SOURCES:** Cite all sources used.

**SPECIAL EDUCATION CANDIDATES**

Indicate the IEP goals that support this lesson. Indicate how these IEP goals are aligned with Georgia Performance Standards.