

# LESSON PLAN GUIDE

**Year 2** – teach three lessons on the same topic: **Year 3** – teach five lessons on the same topic

- Prepare a lesson plan, using the following headings and questions as a guide, for each of your required lessons, in advance of teaching the lesson.
- Do not edit/revise the lesson after implementing it, but **do add reflections on what went well (and what didn't), along with suggestions for what to do differently the next time.**
- Submit the lesson plans, with any supporting material (e.g. board notes, handouts, powerpoints) as part of your practicum assignment.

**A) BACKGROUND:** Subject: \_\_\_\_\_ Level/Grade: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_ Timeline: (Date, time of day, length of lesson)

## **B) CONTEXT**

### 1. Learners

- What relevant previous experiences do the learners have?
- What are the general characteristics/levels of development in the class?
- What specific/individual needs have I considered for these learners?
- Who are the exceptional students and what modifications might I expect to make?

### 2. Curriculum: Description

- Where does this unit fit in with the Ministry Guidelines? Where does this lesson fit into the unit plan?
- What equity issues must I consider in planning this lesson? Is it culturally relevant to ALL learners in this class?
- Where does this lesson fit with student's IEPs?

### 3. Materials/Resources

- What materials do I need for this lesson and where are they located?
- Given 'ideal' circumstances, what other materials might be useful?

### 4. Arrangement/grouping of students and equipment:

- Where will the learning occur?
- How will the students be grouped? Will they make their own groups or will I?
- How should the room be arranged?

## **C) SPECIFIC LEARNING GOALS (should be related to the curriculum expectations)**

- What are students are expected to achieve?
- (Focus on what the students will do e.g The students will explain, describe, analyze, compare, model, demonstrate)
- How will students with special needs be supported in achieving these goals?

## **D) METHOD – INSTRUCTIONAL STRATEGIES FOR TEACHING & LEARNING**

**These are the instructions for the teacher to follow when implementing the lesson. They should describe both the teacher and student activities, and include time estimates for each section of the lesson.**

### 1. Introductory section (Explore)

- How can I review previous material?
- How can I integrate/connect to previous (and possibly future) lessons?
- What can I do to motivate students and make the learning relevant for them?

### 2. Main/middle section (Focus)

- What new learning do I need to facilitate? How can I sequence the activities?
- How can I adapt the instruction for the needs identified above?
- How can I provide opportunities for participation by ALL students?

### 3. Concluding section (Apply and Extend)

- How can I provide students opportunity to consolidate, practice, or to apply the learning in a new situation?
- How can I provide support for students who are not ready to practice this learning individually?
- Provide support for students who are not ready to practice this learning individually.

### 4. Application/Reaction

- What tasks can I have them do to demonstrate their learning?
- What explanations, examples, evaluation data can I elicit from the students to see if they have understood the lesson?
- How will I evaluate if expectations were realized?

## **E) EVALUATION & REFLECTION ASSESSMENT STRATEGIES**

1. How will I determine what learning occurred and whether the learning goals were achieved?
2. What changes would I make to this lesson after I taught it?
3. How can I better meet the needs of students with special needs?

# Lesson Plan – Basic Template

## A) BACKGROUND

Subject: \_\_\_\_\_ Level/Grade: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_ Date/Time: \_\_\_\_\_

## B) CONTEXT

1. Learners

2. Curriculum: Description

3. Materials/Resources

4. Arrangements/Grouping of students and equipment

## C) LEARNING GOALS

## **D) INSTRUCTIONAL STRATEGIES FOR TEACHING AND LEARNING**

1. Introductory section (approx. \_\_\_\_ minutes)

2. Main/middle section (approx. \_\_\_\_ minutes)

3. Concluding section (approx. \_\_\_\_ minutes)

4. Application/Reaction (indicate when it is to be complete e.g. in class, as homework)

## **E) EVALUATION & REFLECTION – Assessment Strategies**