

**College of Saint Mary**  
**Lesson Plan Format with Lesson Reflection**

<b>LESSON/ACTIVITY INFORMATION</b>			
<b>Title:</b>			
<b>Your name:</b>	<b>Age or Grade Level:</b>	<b>Integrated Disciplines/Subjects:</b>	<b>Time frame for Lesson:</b>
<b>STANDARDS, OBJECTIVES, ASSESSMENTS &amp; MATERIALS</b>			
<p><a href="#">Nebraska State Standards</a>; <a href="#">Nebraska Early Learning Guidelines</a>, <a href="#">Nebraska Fine Arts Standards</a> and <a href="#">ISTE Standards</a> (as appropriate for the lesson):</p>			
<p><b>Objectives:</b> <i>Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to <a href="#">Bloom's Taxonomy of Cognitive Development</a> helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.</i></p> <p>During the activity, the child will be able to:</p> <p style="text-align: center;"><b>OR</b></p> <p>The students will be able to:</p>			
<p><b>Assessment:</b> <i>Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.</i></p>			
<p><b>Materials:</b> <i>Include any materials that will be essential to conducting the lesson.</i></p>			
<b>LESSON PROCEDURES</b>			
<p><b>Anticipatory Set:</b> <i>How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson's context and objective, in student-friendly language?</i></p>			

**Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*

**DETAILS** are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.

**Teacher will do:**

**Student will do:**

**Closure:** *Can be whole group review or opportunities for individual responses.*

*Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What's: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)*

**Differentiation:**

*Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations and/or modifications related to methods of instruction and student(s)' ability to show evidence of learning. Check out [Accommodations and Modifications](#) or [FAPE Accommodations and Modifications](#) to assist you.*

**References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*

## LESSON ANALYSIS

*Review all of the previous sections of your lesson plan **and** complete item in the following section prior to teaching your lesson.*

### **Content Knowledge:**

*Describe how your lesson addresses required content knowledge that you must help the students to understand.*

### **Teaching Methods/Strategies:**

*Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*

## REFLECTION

*After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.*

*Use the following thought questions to help you write your reflection.*

- *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?*
- *Were the children productively engaged? How do I know?*
- *What unplanned activities occurred? Why did these occur?*
- *Did I alter my instructional plan as I taught the lesson? Why?*
- *What additional assistance, support, and/or resources would have further enhanced this lesson*
- *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?*