

**Young Harris College
Lesson Plan
Spring 2010**

Lesson Plan Format*
Young Harris College Teacher Preparation Program

NOTE: Follow this format, but do not attempt to write a plan on this page. A through plan will not fit in the space allotted here and a Microsoft Word Template will be provided.

Teacher _____ **Day (circle one)** 1 2 3 4 5 6
7 8 9 10

Grade Level _____ **Focus** _____

Unit Main Ideas or Goals Addressed:

Objectives (Georgia Performance Standards):

Materials Needed:

Motivation:

- **Keep this very brief, lively, and student centered. (What are you going to do at the beginning of the class for focus the students' attention on the material to be taught? (1-4 minutes) This is sometimes called an anticipatory set.**

Teaching – Learning Activities:

Include:

- 1) name of method or strategy, i.e. lecture, lab, cooperative learning activity
 - 2) Include a brief description of activity along with a reference to notes, lab sheet, handout, etc.
 - 3) estimate how much time will be needed in class to complete the activity
 - 4) Designate (T)eacher or (S)tudent
- **Include the higher order questions (synthesis, analysis, evaluation) you might ask either in this portion of the lesson plan or under 'Other Considerations' below.**

Evaluation/Assessment:

- **Have multiple assessments for each lesson AND for the unit as a whole.**
 - What do you know? (quizzes, test, homework, etc)
 - What can you do? (performance checklists and/or rubrics)
- **Include answers to questions and solutions to problems as appropriate, i.e. a key and grading scale for "What do you know?" assessments and a**

performance check list and scoring rubric for "What can you do?" assessments.

Other Considerations:

- Be able to discuss the following questions for each lesson:
 1. How does/could this lesson integrate technology?
 2. How does/could this lesson address diversity (multicultural, learning styles, learning levels)?
 3. How does/could this lesson address special needs?
 4. What kind of enrichment are you providing and what kind of remediation are you providing?

- Be able to answer two of the following questions for each lesson.
 1. How does/could this lesson use paraprofessionals or volunteers?
 2. How does/could this lesson lend itself to multiage (ECE-MGE) or block (MGE-SE) scheduling.
 3. How does this lesson promote problem solving?
 4. How does this lesson promote constructing meaning through reflective thinking and interactive learning?

ALL LESSON PLANS MUST SHOW MODIFICATIONS FOR TECHNOLOGY, CULTURAL DIVERSITY, AND SPECIAL NEEDS.

**For Teacher Preparation Program Goals, see the "Lesson Plan Evaluation" form.*

Lesson Plan Evaluation

1. Is the grade level stated? (TPP Goal)
2. Are the unit main ideas broad? (TPP Goals)
3. Are the GA Performance Standards consistent with the main ideas? (TPP Goal)
4. Are the objectives specific and measurable? (TPP Goal)
5. Are the objectives stated from the learner's perspective? (TPP Goals)
6. Are the objectives merely a restatement of the activity, or do they require learners to engage in higher order thinking? (TPP Goals)
7. Is the motivation/transition strong enough to engage attention? (TPP Goal)
8. Do the activities provide the learner with opportunities to accomplish the objectives (TPP Goals)
9. Are the teacher and learner actions stated specifically and sequentially? (TPP Goal)
10. Does the evaluation measure the degree to which each objective was accomplished? (TPP Goals)
11. Is the evaluation stated specifically? (TPP Goal)
12. Are the extension questions a natural part if the lesson rather than a contrived amendment? (TPP Goal)
13. Did you address two questions according to your plan for addressing all five questions on a rotating basis? (TPP Goal)
14. Do your answers to the questions demonstrate specificity, creativity, and higher order thinking? (TPP Goal)
15. Did you offer learners opportunities for constructing meaning through reflective thinking and interaction with materials or people? (TPP Goals)

