

Sample #1
LESSON PLAN

Title of the lesson:	Grade/Age level:	Date:
Materials/Equipment Needed		
Purpose: (<i>Standards and Benchmarks. Why are you doing this lesson? Why is it important for children to participate in this experience? Standards and Benchmarks</i>)		
Objectives: (<i>What do you hope to accomplish? Include multiple objectives that address content, academic skills, social skills, etc.</i>) Use the following format: TLW (<i>The Learner will</i>). (<i>Think about task, criterion, condition.</i>)		
Procedure: (<i>include a suggested time allocation for each part of the procedure</i>)		
a) Introduction (attention getter, anticipatory set)		
b) Activities/Steps		
c) Closure (reviewing learning, summarizing, assignments)		
d) Evaluation/Assessment (<i>What strategies will you use to assess students' learning of your objectives?</i>)		
Accommodations for diversity (<i>for example: academic, cultural, gender, linguistic, physical, religious, sexual identity, socioeconomic, etc</i>)?		
Teacher Reflection/Focus: (<i>How will you determine if the lesson was successful?</i>)		

Sample #2
MADLINE HUNTER BASED LESSON MODEL

DATE _____ ACTIVITY _____

1. **ANTICIPATORY SET**

- Focus students' attention
 - Practice or review of previous learning
 - Create interest in new learning
 - Mental set through interesting activity
-

2. **OBJECTIVES**

- Inform students what they will be able to do by end of instruction
 - Purpose -- Why is it important?
 - How will it help them in the future?
-

3. **INPUT**

- What information do students need to complete objective?
 - How shall it be given to students...teacher, book, film records, demonstration or a combination
-

4. **MODELING**

- Students need to see examples of a product or a process
 - Teacher may model
 - Student may model
 - Needs to be visual and verbal
-

5. **CHECKING FOR UNDERSTANDING**

- Has student acquired knowledge?
 - Sampling--group response
 - Signaling--agree, disagree, not sure
 - Individual response--to teacher--another pupil
-

6. **GUIDED PRACTICE**

- Check for understanding of what to do
 - Teacher circulates
 - Goal--students practice correctly- not making mistakes
 - Provide immediate remediation if needed
-

7. **CLOSURE**

- Ending summary, culmination, review
-

8. **INDEPENDENT PRACTICE**

- Develop fluency without teacher present
 - Written or verbal assignment
 - How much? How often? How well?
-

9. **EVALUATION**

- Reflection upon teaching strategies & procedures used as well as student success