

General Lesson Plan Outline

I. ALCOS-Alabama Course of Study Standards

What is the specific curriculum you are implementing through your teaching?

2. Concurrent Skills

What skills must students already know or be able to do in order to be successful with this lesson?

3. Instructional Objectives

Something to Remember: Students learn more effectively when they know what they are supposed to learn; teachers teach more effectively as well. Refer to Bloom's Taxonomy for effective verb choice for multiple cognitive levels.

A. What knowledge/process/skill do you expect the learner to be able to demonstrate?

OR B. What will the learner be able to do by the time they finish the lesson?

4. Evaluation of the Learner (Assessment) (Must match your "Instructional Objectives")

A. How will you determine that the learner has acquired the knowledge, process, or skills you intended for them to acquire? If your objective is "TSW define the eight parts of speech," how will you know they did that?

B. Will grades be assigned and recorded?

C. How does the strategy you demonstrate affect students that have reading and/or learning difficulties?

5. Instructional Procedures for the Lesson (Including a Set and Closure)



This is where your phases for each different lesson plan model will be explained.

A. Set Induction <Approximately 3 minutes long>

Introductory activity is often referred to as a) focusing activity, b) motivation to learn, c) setting the stage, or d) anticipatory set.

- What can you do to focus the learner's attention on the lesson?
- Can you tie this lesson to a previous lesson or learning?

B. Phases of the Instructional Procedures

1. List your procedures for the lesson in the order that you will want them to occur, i.e., what will you do first, second, third, etc.; for example, a Direct Instruction Lesson Plan Model would include the following:

Phase I. Daily Review

Phase II. Structuring and Presenting the Information

Phase III. Guided Practice

Phase IV. Feedback and Correctives

Phase V. Independent Practice

Phase VI. Feedback and Correctives

2. As you list each procedure step, you should use the following checklist to check for completeness in lesson:

- What teaching procedure or instructional technique are you using?
- Are you modeling for your students?
- Are you giving them information?
- Are you checking for their level of understanding?
- Are you giving them independent practice?

C. Closure

Closure is intended to remind the learner of the original purpose or objective of the lesson and usually includes an overview of what was taught.

6. Materials Needed to Accomplish Objective(s)

Text, Reference Materials, Technology Materials, Internet Sites, Teaching Aids, etc.

7. Accommodations

What special changes will you need to make for ELL students or special-needs students?

8. Technology

What kinds of technology did you use to implement the lesson (e.g., computer, laptop, Internet, LCD projectors, ELMO, Overhead transparency, Interwrite tablets, etc.)?

Teaching Models

	Lesson Plan Model
1	Direct (Explicit) Teaching
2	Directed Reading (DRL)
3	Cooperative Learning: General
4	Cooperative Learning: Jigsaw
5	Cooperative Learning: STAD
6	Cooperative Learning: Graffiti
7	Deductive Concept
8	Inductive Concept
9	Concept Attainment
10	Inquiry Training
11	Inductive Thinking
12	Memorization
13	Mastery
14	Synectics
15	Advance Organizer
16	Role Play
17	Interactive Discussion
18	Jurisprudential
19	Non-Directive Teaching
20	Simulation