

LESSON PLAN FORMAT

1. Title

Helps other teachers anticipate the content and the learning process involved in the lesson

- a concise name that includes key words or concepts addressed in the lesson

2. Overview

Describes the lesson in a few sentences

- Brief, accurate

3. Goal

A broad statement of what the lesson will accomplish.

- general, abstract and intangible

4. Objectives

Statements that describe desired learner outcomes

- use precise, measurable and obtainable terms

5. Investigative Question

On the completion of the lesson students will be able to answer this question:

Guides the exploration of a topic on concepts listed in curriculum standards related to the goal of the lesson

- Moves student toward thinking about the lesson goal
- Is answered through participation in the lesson
- Is specifically articulated in the lesson procedures

6. Time Required

Indicates the number of approximate number of minutes to implement and complete the lesson

- Indicates time frames that are reasonable for the activities described
- Describes the distribution of class periods and number of minutes in each

7. Recommended Grade Range

(Pre-K-2, 3-5, 6-8, 9-12)

- Describes a grade range appropriate for the complexity of the lesson

8. Subject / Sub-Subject

Disciplinary or curriculum area

- Use standard subject areas (Arts, Counseling, Foreign Languages, Language Arts, Library, Math, PE/Health, Professional Studies, Science, Social Studies, Technology)
- Sub-subject refers to curriculum strand or focus within a curriculum area.

9. Standards

The specific state and/or national (e.g., McREL) standards that this lesson is designed to meet.

10. Credits

Designer(s)

PREPARATION

11. Materials Used

Analysis tools, handouts, rubrics, PowerPoint slides, etc. needed to conduct the lesson

- Be sure to reference the source of materials used

12. Resources Used

Specific texts, online materials and Web sites referenced during the lesson.

- Start with Library of Congress resources *
- Other resources should support students in using Library items to further learning
- Reference resources in the Procedures
- Cite and references all sources used, paying attention to copyright laws

*Fields for entering a Library of Congress item

Title, Persistent URL, Author/Creator, Date

PROCEDURE

13. Description of Procedure

Provide a numbered list of procedures, describing in clear and concise language how to implement the lesson, using Library of Congress primary sources, to answer the investigative question and meet the goal of the lesson.

Phases of the inquiry model are included to help guide the description. **Under each item in your procedure list, include the name or letter of the phase(s) of the inquiry process being addressed.**

a. Connect

Students connect new insights to self or previous knowledge; gain background and context; observe, experience

b. Wonder

Students develop questions and create hypotheses or prediction

c. Investigate

Find and evaluate information to answer questions; test hypotheses; think about information to illuminate new questions and hypotheses

d. Construct

Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses

e. Express

Apply understandings to a new context, new situation; express new ideas to share learning with others

f. Reflect

Reflect on own learning; ask new questions

14. Extensions or Adaptations

How could this procedure be adapted to reach different types of learners, students with special needs, ELLs or gifted and talented?

EVALUATION

15. Assessment

Types of assessments used before during and after lesson to determine degree of student learning.
