LESSON PLAN

Lesson: _____________________________________________________________
Objective(s): ________________________________________________________________________________________________

I. ANTICIPATORY SET (setting the stage: preparing students for learning)
   How will you focus the learner on the learning?
   Is the focus relevant to diverse student’s background or experiences?
   Is it relevant to the English language learners?
   Will you state the objective in student terms?
   What purpose will you provide that has meaning and relevancy for all students?
   Will you establish positive SDAIE transfer from prior learning, life experiences?
   How will the students know they can be successful in this lesson?

II. INSTRUCTION
   Pretest? How will you find out where to begin instruction?
   What information will you provide? What will you say?
      Will it be clearly stated/will concepts be explained well?
      • Are appropriate examples planned?
   Have you utilized student questioning as an instructional strategy?
   Have you planned to provide for various modes of learning (visual, auditory, kinesthetic/tactile)?
   Are you providing an accurate model?
      • Is it visual as well as auditory?
   When and how will you check for understanding?
   How will you monitor and adjust during the lesson? When is it likely to be necessary?

III. GUIDED PRACTICE (close teacher monitoring)
   What will the student practice?
      • Are the activities congruent with the objective?
      • How will you elicit overt student responses that demonstrate the behavior stated in your objective?
   How will you provide examples of your practice exercises?
   Are your directions planned out in detail? Will they be easy to follow?
   How will you provide immediate, specific feedback for English learners?
   Is practice massed in beginning stages?

IV. CLOSURE (final check for understanding)
   What will you have each student do to find out if s/he understands and whether or not your objective has been met?

V. INDEPENDENT PRACTICE
   What will the student do on his/her own to use the new knowledge?
   Have you made arrangements for practice to be distributed over time?