

PSE Daily Lesson Plan Format

- I. **HEADING:** List author/teacher name, date, subject, grade, and time allotted. This information should be left-justified at the top of the first page.
- II. **RATIONALE AND BACKGROUND:** Briefly explain how the lesson will address Pennsylvania Academic Standards (specify standards, anchors, and/or Common Core Standards, as appropriate) and meet the needs of the students. Address context of the classroom including the social and physical environment, relevance to students' lives and interests, students' background knowledge, and student diversity. This portion typically features two brief paragraphs initiated as follows:
- What is the purpose or essential question of this lesson?
 - What are the students familiar with or able to do in relation to this topic?

Facts about the learners:	Specific, required adaptations:
---------------------------	---------------------------------

NOTE: Do not use students' names when giving facts or adaptations.

- III. **LESSON OBJECTIVE(S):**
An objective is a clear, concise statement of intent designed to guide and anchor a lesson plan. A strong objective contains a condition, student, behavior, and criterion. Include the student's name or group, an observable behavior that students will do to show mastery, the conditions in which you will check mastery, and the criterion for mastery.
- Cognitive Examples:
- When given a story starter, students will create a story that includes characters, setting, plot and resolution.
 - Given flashcards with Dolch words, Amanda will orally read the words with 100% accuracy on 3 out of 3 trials.
- Affective Examples:
- Given specific weather conditions, pre-school students will appreciate the role weather has on their daily lives by identifying proper outdoor attire.
 - Given social skills role plays, Graham will act out responses that match classroom rules and procedures for 4 out of 5 scenarios

- IV. **LIST OF MATERIALS/RESOURCES:**
- A) Indicate where this lesson came from (mentor, book, website, self). Describe how you made it your own.
 - B) Provide a complete list of resources (books, articles, websites, etc.) including materials that supplement available textbooks, teachers' manuals, and/or resources to extend knowledge of the lesson/unit topic. (Use APA format.)
 - C) List materials needed to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.

- D) When students need adaptations, be sure to designate any elements of “specially-designed instruction (SDI)” to meet the adaptation requirements.
 - E) Attach all resources such as handouts and teacher-created materials.
- V. **PROCEDURES:** (Logical and sequential; number the steps for ease of use in the classroom)
- A) *Initiation/Motivation* – Getting the students “warmed up” for the lesson; this brief activity should catch their attention and motivate them. The introduction will include a:
 - 1. Motivational strategy - Plan this attention getting device with brevity in mind (3 - 5 minutes).
 - 2. Strategy for activating prior knowledge, and
 - 3. Lesson purpose (as appropriate)(Be sure that the motivator is logically and strongly related to the lesson!)
 - B) *Lesson Body* – The lesson body will include the following:
 - 1. Describe in sequence the experiences and instructional strategies used to develop the lesson.
 - 2. Include a description of the child’s role and opportunities for children to make decisions, problem solve, and be independent.
 - 3. Adapt this section according to varying instructional approaches (i.e., explicit instruction, inquiry approach, cooperative learning activities, etc.) required to fully differentiate the content (what you teach), process (how you teach), product (student outcomes), as well as meeting student learning styles and interests. Each experience should relate to the lesson’s objectives and knowledge about the learners.
 - 4. Provide examples of the higher level questions needed to teach this lesson.
 - 5. In some inclusive and support classroom settings small group instruction or highly individualized instruction may be required.

NOTE: The lesson should be sufficiently detailed so that another educator could teach the lesson without further instructions.

Methods of Further Differentiating Instruction – This section addresses how the lesson should be differentiated to meet multiple students’ needs. Describe the instructional arrangements as well as fluid grouping arrangements. Include co-teaching approaches when appropriate.
 - C) *Lesson Closure* – The closure will include one or more of the following:
 - 1. Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.
 - 2. Review of main concepts through a summary statement, student participation, restatement of purpose of the lesson or questioning.
 - 3. Be sure to address student needs for remediation or enrichment.

NOTE: The Lesson Closure is not a homework assignment. If homework is assigned, note it in a separate section following the closure section.

VI. **EVALUATION:**

A) *Student Assessment:*

1. Effective teachers monitor and evaluate their instruction. Answer the question, “How will I know if my students understood today’s lesson?” Be sure that the evaluation matches the objective.
2. Describe the plan for assessing student performance. Address formal and/or informal assessment addressed in the lesson plan and note, as in the lesson’s objectives, whether it is designed for large group (entire class), small group, or individual assessment. Remember, there are numerous ways to differentiate your assessment measures depending upon student need. Be sure to provide assessment adaptations for students to demonstrate their mastery of objectives; describe assessment adaptations appropriate to meet learner needs. If warranted, be sure to mention progress monitoring routines for students with specific, required adaptations. Be sure to go beyond paper and pencil activities.

NOTE: For clarity, set this up in headings of “Formal Assessment” and/or “Informal Assessment.”

B) *Self-Evaluation* (For field experiences, only):*

Reflect on the teaching of this lesson and respond to the following items:

1. Identify and list three (3) strengths of this lesson.
2. Identify and list three (3) elements or areas that need improvement.
3. Based on the closure and student evaluation portions of this lesson plan, identify any students (use initials, not names) who were not successful in meeting the stated objectives. Indicate how shortcomings will be addressed with these students to ensure success.

* Include this section in the lesson plan. Only *after this lesson is taught* can responses be made to these questions.