

Lesson Plan Guidelines

*Does the lesson extend over more than one time-tabled period? If yes, record all dates and times below.

1. Lesson Plan Information	
Subject/Course:	Name:
Grade Level:	Date: Time:
Topic:	Length of Period:
2. Expectation(s)	
<p>Expectation(s) (Directly from the Ontario Curriculum):</p> <ul style="list-style-type: none"> Selected and listed from the Ontario Curriculum Has realistic number of expectations (1-3 usually) <p>Learning Skills:</p> <ul style="list-style-type: none"> Learning skills from Growing Success (2010) are listed 	
3. Content	
<p>What do I want the learners to know and/or be able to do?</p> <ul style="list-style-type: none"> Describes the content of the lesson Includes facts, data, information, formulae, concepts, skills, knowledge, and/or attitudes <p>* What are the concepts, facts, skills, formulae, and/or attitudes? * How does the content relate to the expectation(s)? * How will I organize the content? (Simple to complex? Familiar to unfamiliar? Specific to general?)</p> <p>Today learners will:</p> <ul style="list-style-type: none"> Identifies what will be taught in today's lesson – the refined expectation (has verbs that are measurable and observable; matches assessment and application) 	
4. Assessment / Evaluation (Recording Devices: anecdotal record, checklist, rating scale, rubric, success criteria)	
<p>Based on the application, how will I know that the learners have learned what I intended?</p> <ul style="list-style-type: none"> Identifies the strategy used to assess learning Includes a recording device (e.g., anecdotal notes, rubric, rating scale, checklist, success criteria) Includes self and peer assessment as appropriate Identifies Achievement Category(ies) and/or assessment of Learning Skills <p>* How will I know if (or to what degree) the expectation(s) were achieved? * What are the most appropriate assessment strategy(ies)? * Is the recording device included? * Is the assessment strategy appropriate for all learners or will some modified assessments be used? (Refer to pre-assessment notes.)</p>	
5. Learning Context	
<p>A. The Learners</p> <p>(i) What prior experiences, knowledge, and skills do the learners bring with them to this learning experience?</p> <ul style="list-style-type: none"> Identifies learners' prior knowledge related to the expectation(s) <p>* What experiences (i.e., cognitive, affective, psychomotor) do the learners bring to the lesson? * What level of development have the learners already attained relative to the targeted expectation(s)?</p>	

(ii) How will I differentiate the instruction (content, process, and/or product) to ensure the inclusion of all learners? (must include where applicable accommodations and/or modification for learners identified as exceptional)

- Identifies learners by initials
- Identifies learners who require additional support, including accommodations and/or modifications and describes strategies to be used
- Describes changes in content, process, and product to meet needs

** Are there any changes in context, process or product to meet learners' needs?*

B. Learning Environment

- Describes the teaching/learning space
- Describes adjustments to the teaching/learning space (if required)
- List group members (if necessary)

** How will the teaching/learning space be used?*

** What groups will be needed?*

** Will the learning environment need to be altered?*

C. Resources/Materials

List the resources to be used, for example:

- Text title, author, and page(s)
- Films, websites, articles
- Exemplars, models, anchor charts
- Technology (e.g., data projector, computer, SMART board, lab equipment)
- Handouts (e.g., worksheets, templates, rubrics, checklists)
- Supplies (e.g., paper, markers, manipulatives)
- Other

** Are the resources available?*

** Where are they kept?*

** Where will you set them in the classroom for easy access during the lesson?*

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

- Time is allocated
- Should be connected to the learning
- Engages the learners
- Is creative, innovative, and motivating
- Describes step-by-step

** What is the hook/motivator for the learners?*

** How will I use the hook? (Describe step-by-step)*

** Is it creative and motivating for the learners?*

** Review of yesterday's lesson (if applicable)*

** How will I bridge previous learning to the new learning? (if applicable)*

MIDDLE

Teaching: How does the lesson develop? How we teach new concepts and processes (e.g., gradual release of responsibility – modeled, shared, and guided instruction; content and strategies).

- Time is allocated
- Teaching/learning strategies are described step-by step, including groupings
- Teacher modeling of new learning is explained
- How learners explore a problem and document their solution strategies is explained (where applicable)

- Key educative questions are listed
- Procedures for activity(ies) are described step-by-step (where applicable)
- Includes a description of learner(s) roles and responsibilities (if applicable)
- Task card/overview may be posed (if applicable)
- Transitions are clearly outlined (e.g., distribution and collection of resources, groupings)
- Learning skill(s) are noted, anchored, and demonstrated appropriately

** How will the content be taught?*

** How will I model the new learning?*

** How can I maximize learner involvement?*

** How should I sequence the lesson?*

** What instructions will I need to give the learners in this part of the lesson?*

** How will learners explore a problem and document their solution strategies?*

** How will an overview of the learning tasks be introduced to the learners?*

** How will procedures and expectations be presented to the learners?*

** What procedures will be utilized for the learning task(s)?*

** Have I specified procedures for each task? (task cards and/or overview is posted)*

** How will transitions be handled? (e.g., distribution of resources, regrouping, time)*

** How will I teach/model/encourage the development of learning skills?*

** What key educative questions are included?*

** How much time should I allocate?*

Consolidation and/or Recapitulation Process: How will I check for understanding?

- Time is allocated
- Learners are asked to summarize/demonstrate facts, data, information, formulae, concepts, skills, knowledge, attitudes, and/or learning skill(s)
- Recapitulation questions are listed
- Learners become aware of what they have learned (metacognitive skills) / sharing of new learning

** How can I get the learners to summarize the new learning?*

** How will I bring all of the important ideas from the learning experiences together for/with the learners? (e.g., learners presentation of solutions, work samples, projects, group discussion moderated by the teacher or by the learners)*

** Is it focused and precise?*

** Am I asking questions specific to new learning?*

** Are the learners ready for the application?*

Application: What will learners do to demonstrate their learning? (moving from guided, scaffolded practice to gradual release of responsibility)

- Time is allocated
- Explains how the learners will apply, practice, and demonstrate the new learning alone or in groups
- Includes completion and/or generation of similar problems (if applicable)

** How will I provide guided practice so that learners can consolidate the main ideas from the lesson?*

** Considering the different learners in the class and the curriculum content of this lesson, what application task(s) would be most appropriate?*

** Does the application task relate directly to the refined expectation(s)?*

** How should I organize for the application task (grouping, time, space, materials)?*

** Will the needs of the learners be met by the application task?*

** Will the task encourage increasingly independent use of the new learning?*

** What will my role be during the application task?*

CONCLUSION

How will I conclude the lesson?

- Time is allocated
- Learning is brought to a conclusion/tied together appropriately
- Includes reminders to learners when appropriate
- Identifies assigned homework if meaningful and appropriate
- Includes transition to next class/subject/dismissal

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting learning?

- List steps for how I will help ALL learners meet expectation(s) for next class, including those who require continued differentiation
- Identifies topic for next class (if appropriate)

** Based on my reflections on the learning, what learning experiences should follow in the next lesson in this subject area?*

** Is any re-teaching required?*

** What learner/curriculum needs should be addressed in the next lesson?*

- Thinking about the implementation of the lesson, list next steps for professional growth regarding the lesson (e.g., communication, planning, organization, motivation, teaching/learning strategies, differentiation, questioning, assessment)
- Assess my classroom management of the lesson and list proactive classroom management strategies for the next lesson
- Self-reflection

** What did I learn from this lesson about my own effectiveness as a teacher (including strengths and areas for improvement in communication, planning, differentiation, implementation, classroom organization, management, assessment)?*

** What other factors may have influenced the success of the lesson? Did I note and respond to these elements appropriately?*

** What do I know about good teaching?*

** What should I consider to improve the effectiveness of my teaching for my next lesson?*

** What additional proactive management step(s) should be considered for subsequent lessons?*