

Elements of a Lesson Plan or Components of a Lesson Plan

The elements /component defined below are what a Wittenberg University Teacher Candidate should be able to know, understand and apply when lesson planning by the time that the candidate begins his or her student teaching.

The teacher candidate should be able to identify . . .

Central Focus: State the overarching big idea for the learning segment. (A learning segment is 3-5 lessons or a unit.) The Central Focus needs state and define clearly how the learning segment is interconnected.

State Content Standard and/or Common Core Standard(s): This should be the content area, grade level and letter/number identification; the actual standard(s) should be written under this heading. Divide the standards into the following categories as applicable:

Target Standard(s): List the standard(s) you will be assessing through this lesson

Practice Standard(s): for Math &/or Science only

Integrated Content Standard(s): **If applicable**, list other standard(s) you will be addressing through this lesson

Prior Knowledge: Prerequisite knowledge, skill &/or data. Objectives and/or data from previous lesson, and previously learned concepts related to this lesson.

Learning Objective(s): The objective/target must include 3 parts: the context, the skill & the criteria. Objective(s) should be observable and measurable.

(Examples: A- During writing workshop, students will write a cohesive narrative essay body paragraph with one topic sentence, three supporting details, and a transition sentence.

B- Students will distinguish words with long and short e vowel sounds by sorting word cards into the correct category for at least 10 of 15 words.

C- Students will be able to extract properties from squares, rectangles, rhombuses and parallelograms in order to sort them appropriately into smaller and larger categories with 85% accuracy.)

Assessment Measures:

List assessments that will be used during and/or after the lesson. Provide the type(s) of assessment being used (formative and/or summative)

Formative Assessment(s): assessment that takes place during &/or after the lesson

Summative Assessment(s): assessment that takes place after a defined instructional period (typically at the end of a project or unit)

Note: *You may or may not complete a summative assessment for the lesson, but you will need to include formative assessment measure(s).*

Differentiation: Describe how you will differentiate content, process, product &/or environment for specific students during this lesson (*Identify how the differentiation specifically connects to students who have IEPs or 504 plans, as well as students with specific language needs, other learning needs, and advanced students. You may also identify elements of UDL addressed if applicable.*