**Guide to Key Elements of a Lesson Plan**

|  |  |  |
| --- | --- | --- |
| **KEY ELEMENTS OF A DAILY LESSON PLAN** | | |
| **BEGINNING**  Content Objective  Language Objective  Key Vocabulary  Transition/Bridge  Motivation | **MIDDLE**  Presentation  Practice  Application | **END**  Closure  \*Assessment |

**CONTENT OBJECTIVE:** What is the topic of study and what will they do to learn it? Reference this during and at the end of the lesson. Student will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**LANGUAGE OBJECTIVE:** How will students demonstrate reading, writing, listening, or speaking skills? Reference this during and at the end of the lesson. Student will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (demonstrate reading, writing, listening, or speaking skills).

**KEY VOCABULARY:** Introduce important words that will help students understand today’s lesson. Reinforce these in context of lesson.

**PROCEDURE:**

* Transition/Bridge: Review previous lesson/homework and its implication for today’s work. Make connections to current events/experiences where possible. At the elementary level, make connections to the subject taught prior to the current lesson. (e.g., math content to social studies content)
* Motivation: What experience will introduce today’s lesson? This is your hook, preview or warm-up; it also can be used as \*pre-assessment.
* Presentation: Whole or small group instruction that sets purpose; gives outcomes; gives background knowledge; introduces key vocabulary/the big ideas.
* Practice: Model an activity; initiate inquiry; give directions to students on how to apply/reinforce new learning/knowledge in an authentic experience to demonstrate their understanding in a product or outcome. Provide scaffolded support for the activity using appropriate differentiated instructional strategies.
* Application/Activity: Explain **how** and **why** students will complete their activity; this is your pedagogy or methodology; make sure that there are varied (differentiated) opportunities to express learning. Provide appropriate resources/material for activity. Build in time for students to share some of their findings – what they learned.
* Closure: Tie it all together by **(a)** restating objective(s), **(b)** asking students what they learned, **(c)** inquiring about today’s work and its relationship to theme, enduring/essential understanding or unit question (students reflect in a written or oral exit ticket/you \*post-assess). If there is homework, use it to set the stage for the next lesson; explain what it will reteach, introduce or practice.
* \*Assessment: Formative, on-going assessment is embedded throughout the lesson to ensure student understanding (anticipation guides, warm-ups, think-pair-share, exit tickets, reflections)