|  |  |
| --- | --- |
| Preservice Teacher Lesson Plan Template |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title | | |  | | | | | Duration of lesson | |  | Class Size |  |
| Topic and Focus | | | Subject area and Focus | | | | | Year Level | |  | | |
| Learning Intentions/Objectives:  What will the students be able to do? Are the learning intentions related to what the students will know/learn by the end of the lesson, not what they will ‘do’ in the lesson? Are the learning intentions clear, concise and specific? Do the learning intentions start with a verb (see Blooms below for some ideas)?  Success Criteria:  How will you measure it? | | | | | | | | | | | | |
| Key Vocabulary List: Brainstorm words you want to ensure to cover with your students to teach concept, you even underline the most important words to ensure you cover them during the lesson. | | | | | | | | | | | | |
| Victorian Curriculum  *Learning Area/Capability* | *Strand* | | | *Sub-strand* | | | | | *Content description* | | | |
|  |  | | |  | | | | |  | | | |
|  |  | | |  | | | | |  | | | |
|  |  | | |  | | | | |  | | | |
| Assessment Strategies:  Assessment for - what evidence you must support where you are pitching lesson to begin your planning?  Assessment as - what might you do to collect evidence of learning as you’re teaching?  Assessment of - what evidence will you collate at the end to inform subsequent lessons, or to inform teacher of what you think they need to know next? | | | | | | | | | | | | |
| Resources and Materials:  Make sure you list everything and have it ready before your lesson, think about student level (what will the students need? Materials, books, resources) learning level (what will support learning? E.g. models, anchor charts. stimulus etc.) teaching level (what will the teacher need e.g. checklists, notes, resources such as whiteboard markers, technology etc.). Have you thought about different material that might suit different learners/interests/learning styles? | | | | | | | | | | | | |
| ICT Considerations:  Does it draw upon a variety of ICT resources to implement a creative, engaging and challenging learning environment?  Is the inclusion of ICT purposeful?  Do you mention how you will teach students how to use technology safely and ethically, if appropriate?  How will you organise the use of ICT if it needs to be shared between students?  What might be your contingency plan if ICT doesn't work as planned? | | | | | | | | | | | | |
| Stage of lesson | | Student Action /Tasks | | | Time | Differentiated Learning  Considerations | Teacher Action | | | | | |
| Introduction | | What do you want students to be doing?  How might you introduce this topic, concept?  How might you draw upon previous learning and prior knowledge?  Start these sections will “Students will … “. It will help structure the section. | | |  | How might you adjust your instructions for those who need more help? And for those who need extension?  How might you use stimulus to capture different learner interests? | In all sections you should be putting strategies in place to ensure students feel supported, included, and engaged.  What stimulus might you use?  What do you need to tell students for them to complete the task? What might you say?  How does it link to prior learning? How will you articulate this to the students? How do you make links to real world or why students need to learn this?  What questions might you ask? Is there lower order and higher order questions to cater for varying needs?  What is your learning intention? How will you let students know what you would like them to understand by the end of the lesson?  What motivational techniques do you use to grab students’ attention?  What explicit teaching strategies are you adopting?  What thoughtful inclusion of strategies to create a positive environment to encourage students to settle in?  Does the introduction introduce the concept AND get students ENGAGED in the lesson? | | | | | |
| Body of lesson | | Are the activities you have students completing helping you to achieve your learning intention?  Have you considered how are you going to organise the learning environment? | | |  | How are you making the task different for varying levels and interests?  Are there several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles?  Are your activities inclusive – can everyone in the class has an equal opportunity to learn? | Does the body of the lesson have a clear link to what you introduced in the introduction? How do you make this clear to students?  What questions will you ask students as they are working? What feedback about learning do you intend to give?  Have you used your key vocabulary?  Are the activities you have students completing helping you to achieve your learning intention?  Is this part of the lesson plan specific? How are you using questions to support the learning intentions?  Have you included thoughtful strategies to create a positive environment, for example:  - to get students to transition between areas of the room without congestion or move into next activity  - to allow students collect materials without congestion or complications  - to give feedback on their behavior. To reinforce positive behavior, eg if they are off task, be familiar with the class behavior management process so you can use  - to give feedback on learning  - what verbal and non-verbal communication strategies are you using?    What will you be doing? Are you roaming collecting data? Taking a teaching group? | | | | | |
| Conclusion | | How do they demonstrate to you what they have learned? | | |  |  | How might you conclude lesson understandings, reflections about learning and key learning about themselves? Have you revisited the learning intentions and material covered in class? Does the conclusion include highly effective questions and feedback to review learning concepts in logical manner?  Does it link to future learning? How do you articulate this to students? | | | | | |
| Closure | | Where do they go/do now? | | |  |  | Transition routines and other classroom routines. | | | | | |
| *Post Lesson Reflection:*  Reflection on Student Learning: How did you alter the strategies you used or instructions you gave in response to student learning that differed from your initial planning? How did you collect evidence of learning? Did the students meet the Learning Intentions? How/where was there a change in students learning? How do you know? What do they need to learn next? How will you facilitate this?  Reflection on Lesson: What might you do differently next time? Strengths & weaknesses are identified and researched strategies or discussions with others have helped you to improve are included to support ideas.  Follow-up: Do you list what the students need to work on next time, because of something you saw or collected today?   * Were there any specific students who need additional support/extension? How can you help them? What needs to be considered before your next lesson?   Other Notes: Reflections professionally and objectively analyse evidence of student learning, teacher performance in planning, and showing effective evidence of self-reflection.   * This might be specific areas of learning that you as a teacher need to do before the next lesson. | | | | | | | | | | | | |
| *Mentor Feedback* | | | | | | | | | | | | |

Bloom’s Taxonomy: Question Stems

|  |  |  |
| --- | --- | --- |
| REMEMBER / KNOWELDGE | | |
| What is\_\_\_\_?  Where is \_\_\_\_?  Who were the main \_\_\_\_?  Why did \_\_\_\_?  When did \_\_\_\_?  How would you show \_\_\_\_? | How did \_\_\_\_ happen?  Which one \_\_\_\_?  How is \_\_\_\_?  When did \_\_\_\_ happen?  List three \_\_\_\_.  How would you describe \_\_\_\_? | What do you recall \_\_\_\_?  Select \_\_\_\_.  How would you explain \_\_\_\_?  Who was \_\_\_\_? |
| UNDERSTAND / COMPREHENSION | | |
| How would you explain \_\_\_\_?  How would you identify \_\_\_\_?  How are these alike? Different?  How would you differentiate between \_\_\_\_?  What do you conclude from \_\_\_\_? | What characteristics identify \_\_\_\_?  What is the difference between\_\_\_\_?  What relationship exists between \_\_\_\_?  What patterns exist \_\_\_\_? | What could be a reason for \_\_\_\_?  What can you interpret from the graph/table?  Which does not belong?  What would happen if \_\_\_\_? |
| APPLY / APPLICATION | | |
| How would you make use of \_\_\_\_?  How does \_\_\_\_ apply to \_\_\_\_?  How would you modify \_\_\_\_?  Under what conditions would you \_\_\_\_?  How could you apply what you have read to construct \_\_\_\_? | How would you use the facts to investigate \_\_\_\_?  Using what you know, how would you design \_\_\_\_?  Utilize \_\_\_\_ to \_\_\_\_.  Illustrate a way to \_\_\_\_.  What other way would you demonstrate \_\_\_\_?  Identify the results if \_\_\_\_? | Predict what would happen if\_\_\_\_?  What would result if \_\_\_\_?  Show me a way to organize \_\_\_\_.  Why does \_\_\_\_ work?  Using what you have learned, how would you solve \_\_\_\_? |
| ANALYZE / ANALYSIS | | |
| Determine what could have caused \_\_\_\_?  Discuss the pros and cons of \_\_\_\_?  Explain why it is not possible for \_\_\_\_.  How would you order \_\_\_\_?  How would you document \_\_\_\_?  Justify your conclusion about \_\_\_\_.  Why do you think \_\_\_\_?  What fallacies influenced \_\_\_\_? | What are the components of \_\_\_\_?  What is the reason for \_\_\_\_?  What observations can you make from \_\_\_\_?  What evidence will support/refute \_\_\_\_?  What relationship exists between \_\_\_\_?  What inference can you make/were made from \_\_\_\_? | What assumptions can you make/were made about \_\_\_\_?  What is your analysis of \_\_\_\_?  What ideas validate \_\_\_\_?  What conclusions can you deduce \_\_\_\_?  Under what conditions \_\_\_\_?  Using the assumption of the \_\_\_\_ theory, analyze \_\_\_\_? |
| EVALUATE / SYNTHESIZE | | |
| Create/propose an alternative to \_\_\_\_\_?  How would you improve \_\_\_\_?  Devise a way to \_\_\_\_?  Hypothesize the reason for \_\_\_\_?  Design a fair test for \_\_\_\_.  Predict the outcome of \_\_\_\_?  Develop a theory to explain \_\_\_\_. | Propose a hypothesis/an experiment for \_\_\_\_.  Develop a model to represent \_\_\_\_.  Think of an original way to represent \_\_\_\_.  Develop an experiment to determine \_\_\_\_.  What solutions would you suggest for \_\_\_\_?  Elaborate on \_\_\_\_. | What could be done to integrate \_\_\_\_?  How would you test \_\_\_\_?  What would happen if \_\_\_\_?  How would you combine \_\_\_\_ to create a different \_\_\_\_?  What changes would you make to \_\_\_\_? |
| CREATE / EVALUATION | | |
| Based upon the evidence, explain your choice.  Compare the ideas of \_\_\_\_.  How else would you \_\_\_\_?  How would you critique \_\_\_\_?  How would you interpret \_\_\_\_?  How would you verify \_\_\_\_? | How would you determine the facts about \_\_\_\_?  How would you prove/disprove \_\_\_\_?  Rate the \_\_\_\_.  State a case that would support/reject \_\_\_\_.  What is the most important \_\_\_\_?  What data was used to evaluate \_\_\_\_?  What would you conclude about \_\_\_\_? | What is the significance of \_\_\_\_?  What criteria would you use to assess whether \_\_\_\_?  What choice would you have in the situation where \_\_\_\_?  What data was used to evaluate \_\_\_\_?  What is your opinion of \_\_\_\_?  Which \_\_\_\_ is valid?  Would it be better if \_\_\_\_? Why/why not? |