

Lesson Plan Components
based on the
Ohio Department of Education Instructional Management System
<http://ims.ode.state.oh.us/ode>

Materials and Resources: List the materials needed for the teacher and for the students for the implementation of the lesson. .

Attachments: List and attach any additional materials created for the lesson, including student handouts, blackline masters, overheads, etc.

Technology Connections: If appropriate, state any use or integration of technology for the lesson.

Lesson Objective(s): A statement of what the learner(s) should be able to do upon completion of the learning experience. This should be stated in observable and measurable terms.

Lesson Summary: Briefly describe the procedures and purposes of the lesson.

Interdisciplinary Connections: Tell how the lesson can be integrated with other content areas to strengthen student learning.

Ohio Standards Connections: This includes the presentation of the state benchmarks, the academic content standards and the grade-level indicators.

standard- a general statement of what all students should know and be able to do

benchmark- a specific statement of what students should know and be able to do at a specified time in their schooling. benchmarks are used to measure a student's progress toward meeting the standard.

grade-level indicators- a specific statement of knowledge that all students demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmark.

Pre-Assessment Method: Identify strategies to pre-assess student knowledge of the selected standard(s), benchmark(s) and indicator(s). Data from pre-assessment helps educators select specific instructional strategies and determine appropriate complexity and pacing for the lesson. Pre-assessments may be as informal as a reflection on students' prior learning, a conversation about concepts or warm-up problems at the beginning of class that are not scored. They may be more formally structured, such as a quiz or an assigned writing topic.

Post-Assessment: Identify strategies to assess student learning as a result of the lesson. Data that results should help to plan subsequent instruction.

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Scoring Guidelines: Define scoring criteria for the post-assessment, which may take the form of a rubric or another scoring format. Scoring criteria should reveal whether or not the student has met the indicator or benchmark so that instruction can be targeted accordingly. If possible, assessment and scoring criteria should be developed to reflect student process as well as product.

Key Vocabulary: List key terms that need to be defined prior to or as part of instruction.

Instructional Procedures: Describe the instructional steps that will be taken to implement the lesson. This may include an introduction of the lesson with connections to prior learning and a wrap-up on conclusion for the lesson. This may be written in numbered steps.

Differentiated Instructional Support: Describe how instruction can be differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

Extension: These are ideas for all students to continue learning on this topic -- in class or outside of class. Please note that for selected students the extension ideas should be differentiated.

Homework Options & Home Connections: If appropriate, describe work or activities that will be assigned to students outside of the classroom.

Lesson Reflection: The reflection should be thorough; it should consider the students, the learning, the teaching process, and future considerations for lesson development and presentation. All statements must be backed by supporting evidence.