***LESSON PLAN TEMPLATE***

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| **GENERAL INFORMATION** |

**Lesson Title & Subject(s): Science**

**Topic or Unit of Study:**

**Grade/Level: Third**

**Instructional Setting:**

*(e.g., group size, learning context, location [classroom, field trip to zoo, etc.], seating arrangement, bulletin board displays)*

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| **STANDARDS AND OBJECTIVES** |

**Your State Core Curriculum/Student Achievement Standard(s):**

*Montana Science Content Standard 1: Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and*

*reasonable conclusions of scientific investigations. (Montana Office Of Public Instruction, n.d.)*

**Lesson Objective(s):**

*(e.g., what students will accomplish by the end of a single lesson; needs to align with core*

*curriculum/student achievement standard)*

*Should be measurable (condition, behavior, and criterion).*

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| **MATERIALS AND RESOURCES** |

**Instructional Materials:**

*Materials needed for the lesson for teacher and students (e.g., textbook, construction paper, scissors, PowerPoint, guided note templates)*

**Resources:**

*Supplementary information and/or places where you found information for the lesson*

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| **INSTRUCTIONAL PLAN** |

**Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):**

**1. Student Prerequisite Skills/Connections to Previous Learning:**

*(e.g., anticipatory set, schema,* ***purpose of lesson for students****, connections to previous learning,* ***definitions of terms reviewed****)*

**2. Presentation Procedures for New Information or Modeling:**

*(e.g., term definitions, concepts, processes and/or approaches)*

**3 Guided Practice:**

*(e.g., teacher directed, scaffolding, check for student understanding—including any questions to ask or anticipate from students)*

**4. Independent Student Practice:**

*(e.g., teacher monitored, check for student understanding—including any questions to ask or anticipate from students)*

**5. Culminating or Closing Procedure/Activity/Event:**

*(e.g., review terms, concepts, and/or learning process; establish connections to the next lesson; check for student understanding—including any questions to ask or anticipate from students)*

**Instructional Strategy (or Strategies):**

*(e.g., direct instruction, cooperative learning groups, partner work)*

**Differentiated Instruction Accommodations:**

*Describe accommodations for such groups as English Language Learners, students with learning disabilities, students with hearing or physical disabilities, and/or gifted/accelerated learners.*

**Use of Technology:**

*Teacher or student*

**Student Assessment/Rubrics:**

*Describe how you will know if students have met the objective(s) for this lesson (include pre- and post-assessment plans—formal and/or informal, summative and/or formative, etc.).*