

Texas A&M University  
Lesson Plan Form

---

Name: \_\_\_\_\_ Cooperating Teacher Initials: \_\_\_\_\_  
Subject: \_\_\_\_\_ Date Turned In: \_\_\_\_\_ Date Taught: \_\_\_\_\_

---

Objective(s):

TEKS:

---

Materials:

---

Teaching Procedure: (introduction)

1. Motivation:

2. Prior Learning:

3. Statement of Objective:

4. Purpose (statement/question):

---

5. Instructional Steps: (also include sample higher level qs, guided practice, independent practice, etc.)  
a.

---

Closure:

Review:

Future Learning:

---

Lesson Extension and/or Modification:

---

Assessment of Learning:

---

*Self Evaluations on the Back*

(What went well with this lesson? What did not go well? What could be done differently in the future?)

# Texas A&M University

## Sample Lesson Plan Components

---

Name: \_\_\_\_\_ Cooperating Teacher Initials: \_\_\_\_\_

Subject: \_\_\_\_\_ Date Turned In: \_\_\_\_\_ Date Taught: \_\_\_\_\_

---

**Objective(s):** Write in specific terms. State what you want students to know or be able to do by the end of the lesson.

**TEKS:** List the TEKS that are covered by the lesson.

---

### Materials:

List all materials that will be needed for the lesson. Be sure materials are ready ahead of time. Examples: textbook, reference materials, technology, art, music, lab equipment.

---

### Teaching Procedure:

1. **Motivation:** Use pictures, brainstorming, real objects, thought - provoking questions, riddles, poems, books, games, personal experiences, experiments, role play, etc. to FOCUS students on what is to be learned.
  2. **Prior Learning:** Produce a step by step plan of how you will teach the objective
  3. **Statement of Objective:** State clearly the lesson objective; relate to prior learning
  4. **Purpose (statement/question):** Give a purpose – (Tell students why it is important to learn this and how it will help them in the future)
  5. **Instructional steps:**
    - a. Present new information and relate it to current student experiences
    - b. Model examples of the new skills and demonstrate to the student exactly what they are to do (include visuals whenever possible)
    - c. Recap important points often
    - d. Question throughout to check for understanding
    - e. Include sample question; remember to include higher level/critical thinking questioning
    - f. Write everything you will do, and in general, everything you will say
    - g. Involve the students throughout the lesson
    - h. Include *guided* (completed with teacher's assistance) and *independent* activities (without teacher's assistance) that reinforce the lesson objective (Label these activities with GP and/or IP)
    - i. Monitor student responses to assess students' needs
- 

### Closure:

#### Review:

- Recap the main points by referring back to the objective
- Keep closure student – centered (What did you learn today? Why did you learn it? How will it help you?)

#### Future Learning:

- Ask questions that will give you feedback on student mastery of the lesson objective
  - Relate to future learning
- 

### Lesson Extension and/or Modification:

- Provide extension activities for those who have mastered the objective
  - Provide remediation for those who did not master the objective
- 

### Assessment of Learning:

- Ask yourself, "How will I measure to see if learning has occurred?" This may be accomplished through observation of specific work habits, worksheets, group projects, tests, oral discussions, illustrations, etc.
- 

### Self-evaluations on the back.

(What were the strengths of this lesson? What needed to be changed? While teaching this lesson I learned . . .)