

## SUGGESTED LESSON PLAN FORMAT

### LESSON PLANNING SHEET

STAGE:	KLAS/TOPIC:	DATE:	DURATION:
<b>PURPOSE/RATIONALE</b>		<b>OHS/RISK ASSESSMENT</b>	
<b>STUDENTS' PRIOR KNOWLEDGE</b>		<b>TEACHING FOCUS</b>	
<b>OUTCOME</b>		<b>INDICATORS</b>	
<b>RESOURCES</b>			
<b>ASSESSMENT STRATEGIES</b>			
<b>REFLECTION/EVALUATION</b>			

**LESSON PLANNING SHEET**

STAGE:	KLAS/TOPIC:	DATE:	DURATION:
LESSON SEQUENCE		DIFFERENTIATION	
Introduction			
Body			
Closure/ Reflection			
Transition			

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<b>PURPOSE/RATIONALE</b>		<b>OHS/RISK ASSESSMENT</b>	
<p>One sentence that is very specific. Why is the activity being carried out? How would you justify this lesson in educational terms? This statement could be used to introduce the lesson.</p>		<p>Note how OH&amp;S issues will be addressed and managed during the lesson</p>	
<b>STUDENTS' PRIOR KNOWLEDGE</b>		<b>TEACHING FOCUS</b>	
<p>A statement about students' prior knowledge and experiences related to the lesson/topic. Information about the context could be included.</p>		<p>This section asks you to identify aspects of your teaching, based on the Professional Experience Report (and NSWIT Professional Standards), that you would like to focus on for this particular lesson. Lesson Feedback should be concentrated on this aspect also.</p>	
<b>OUTCOME</b>		<b>INDICATORS</b>	
<p>One or two outcomes for a lesson are sufficient. They should be taken directly from current syllabus documents and numbered accordingly for easy reference.</p>		<p>Two or three indicators are sufficient in order to keep the lesson and the assessment manageable. Indicators must be worded as student behaviours – describes, writes, explains, uses, constructs, identifies, classifies, represents... Activities and assessment strategies must be linked to these indicators.</p>	
<b>RESOURCES</b>			
<p>Be specific about name/title and page number - Books, videos, posters, concrete materials, community members, music...</p>			
<b>ASSESSMENT STRATEGIES</b>			
<p>A statement about how you will collect evidence that demonstrates student achievement of the above indicators. How will you record information about student achievement for reporting purposes?</p>			
<b>REFLECTION/EVALUATION</b>			
<p>Reflecting on what worked and what didn't, what you might change next time: timing, questioning, sequencing, classroom management, teaching strategies, assessment strategies...</p>			

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<b>Introduction</b>	<p><i>Sharing the purpose of the lesson to establish shared goals and language:</i></p> <p>Open-ended questions e.g. “tell me what you know about...” to find out about the students’ prior knowledge</p> <p>Modelling strategies</p> <p>Class discussions</p> <p>Think/pair/share</p> <p>Brainstorming</p> <p>Mind maps on the board</p>	<p>How will you adapt your teaching strategies and expectations for the variety of learners in your class, including:</p> <p>Cultural diversity</p> <p>Ability levels/ stages</p> <p>Gender</p> <p>Disabilities</p> <p>Learning styles?</p>	
<b>Body</b>	<p>Group and/or independent learning tasks that actively involve students and cater for different learning styles.</p> <p>Classroom tasks could include:</p> <p>Investigations, worksheets, open-ended tasks, concrete materials, games that develop concepts, debates, Design/Make/Appraise, written explanations, performances, labelled diagrams and pictures to explain a topic, peer tutoring, list making...</p>		
<b>Closure/ Reflection</b>	<p>Bring lesson to a close by reflecting on students’ learning and making learning explicit through:</p> <p>Revisiting goals and purpose of lesson</p> <p>Sharing of solutions, work samples</p> <p>Performance or presentation</p> <p>Self-assessment and peer assessment of learning/ progress</p>		
<b>Transition</b>	<p>How will you organise the transition from one lesson to the next? Consider:</p> <p>Packing up of resources from the concluding lesson</p> <p>Collection of work</p> <p>Setting up for the next lesson</p> <p>Lesson break activities</p> <p>Settling/moving students from one learning space to the next</p>		