

Harvard University Teacher Education Program Lesson Plan Format 3-4-3

The Set-up	Unit Goals: What broad goals or essential questions are driving this unit?
	Learning Objective(s): What will students know and be able to do by the end of class that they didn't know or couldn't do when they came in?
	Materials: What do you need on hand for the lesson?

- √ Is your learning objective worthwhile?
- √ Does it advance the Unit Goals?
- √ Have you explicitly considered content, skill and language pre-requisites and objectives?
- √ Why are you teaching this objective, in this way, to these students, at this time?

The Lesson	The Hook: How will you pique students' interest?
	Exploration: How will students explore the new concepts?
	Practice: How will students practice the new concepts?
	Summary: How will students review and solidify these concepts to be able to use this knowledge or skill?

- √ Do you anchor the lesson to prior knowledge?
- √ Is the purpose of the lesson clear to the students?
- √ Do you differentiate for language and learning needs?
 - Auditory, visual and kinesthetic modalities
 - Independent, small and large group learning
- √ Do you make sure the students will be doing the heavy-lifting rather than you?
- √ Do you incorporate checks for student learning?
- √ Do you use visual and auditory cues?

The Close	Application: How will students incorporate the new concepts into prior knowledge and "make it their own"?
	Assessment: How will you and the students assess whether the learning objectives were met?
	The Preview: How does this lesson lead to the next lesson?

- √ Are you getting the information you need to know where to start tomorrow?
- √ How does the homework build a bridge between what came before and what comes next. And how is it linked to the learning objectives?

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Lesson Reflection Format

1. What did I intend to teach?
2. What did the students learn?
3. How do I know they learned it?
4. What would I do differently next time?