I. Learning Goals

Ohio Academic Content Standard(s):

View the Ohio Department of Education’s Content Standards at www.ode.state.oh.us

A standard is a general statement of what all students should know and be able to do.

Benchmark(s):

A benchmark is a specific statement of what all students should know and be able to do at a specific time in their schooling.

Indicator(s):

An indicator is a specific statement of knowledge that all students demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

What will your students know and be able to do at the end of this lesson?

Know: what did you want your students to learn?

Able to do: how will your students apply this knowledge to prove what they learned?

II. Student Background Knowledge and Experience

What prior knowledge and skills do students need in order to be successful in reaching the goals of this lesson?

Do a "task analysis" and break down the lesson into smaller parts. What do students need to be able to do in order to successfully complete each part of the lesson?

How do you know if students have the knowledge and skills they need in order to be successful?

This is in reference to students’ prior knowledge: what has been previously taught that will enable them to take the next step?
How will you use or accommodate the diverse experiences that your students bring to class (gender, race/ethnicity, English language proficiency, economic status, exceptionalities, skill level, learning styles)?

What is specific to this lesson that serves the needs of all students? Please address at least two listed qualities and explain how you will adapt this lesson to ensure that all students may be successful. Explain how you have considered the implications of the students' own experiences on learning the lesson. How will you reference student background in relating the lesson to various students?

III. Instructional Procedures
Content summary, including concepts and essential understandings:

Summarize your content and describe the concepts that you want students to grasp.

Teaching methods:

Some examples of teaching methods you could employ include: teacher directed; cooperative learning; inquiry; discovery; and learning centers.

Student grouping:

How will students be grouped for each activity? Individual? Pairs? Small groups?

IV. Resources and Materials:

List all materials you will use in your lesson.

V. Instructional Activities

Lesson sequence, including important questions to ask students

Opening:

An opening is a hook or an interesting way to get the students’ attention. Connect this lesson to prior knowledge and previous lessons. Relate the lesson to the students' background.

Main Activities:

Include all of your activities, including questions you may ask the students. You may attach handouts or other documents if necessary. Write specifically enough that another teacher stepping in for you could teach your lesson successfully without any explanation from you.
Closing:

A closing should be utilized to review the essential ideas of the lesson and preview the next step. You could include Bloom’s questioning, a writing activity, begin the assignment, ask students to summarize, or have a concluding discussion.

VI. Assessment/Evaluation
How will you know if each student has met the learning goals?
Attach assessments and assessment criteria.

Your assessment must assess your indicator; this is how you know your students learned what you intended to teach.

VII. Adaptations
Modifications: If lesson objective and/or significant content need to be changed
Accommodations: If other components of lesson need to be changed

Specifically list all children who need accommodations, and why. Complete each box for each child in the specific way that you will ensure that student can perform the indicator or an alternative goal.

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<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>What needs are you addressing for this student in this lesson?</td>
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<tr>
<td>Learning Goals</td>
<td>Modification to indicator and/or what student will be expected to know or do</td>
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<tr>
<td>Teaching Methods</td>
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### VIII. Reflection (if lesson is taught):
If you could teach this lesson again, what would you do the same? What would you do differently? Which individual or group did particularly well? How do you account for this performance? What might you try in the future with this individual or group? Which individual or group appeared to be having problems? How do you account for this performance? What might you try in the future with this individual or group?

Good teaching requires thoughtful and in-depth reflection. Making changes to a lesson based on your reflection ensures that it will be a stronger lesson in the future!