## Lesson Plan Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Your lesson should state the learning objective based on your state standards or the Common Core (CCSS). Many teachers write “students will be able to...” (SWBAT) and list the learning objectives. For example, SWBAT multiply two-digit whole numbers based on CCSS or state standard _____. This can also be written on the board or as part of a presentation or agenda.</td>
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<td><strong>Warm up</strong></td>
<td>Include a warm up or link to previous or background knowledge. This is the time to see what students may already know and areas of the lesson or content with which they may need additional support (see <a href="http://www.transum.org/Software/SW/Starter_of_the_day/index.htm">http://www.transum.org/Software/SW/Starter_of_the_day/index.htm</a>).</td>
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| **Lesson**                    | Include an introduction to the instructional part of the lesson. Describe what students will be expected to learn and do. Share content information and teach! Here, you will use an instructional strategy to reach all learners.  
  **Example:** Explicit instruction with think-alouds (here, the teacher talks out loud, sharing the inner monologue while demonstrating and modeling the steps for two-digit multiplication). |
| **Practice**                  | Next is the active learning or practice part of the lesson. Depending on how you have designed the lesson, this section might include stations, cooperative learning, a game or other activity, seatwork, problem sets, and so forth. What will you have students do to practice the skills or concepts that you have presented? What accommodations will your students need?  
  **Example:** Cooperative learning activity such as think-pair-share as students practice two-digit multiplication problems. |
| **Wrap up, review, and assessment** | You will check for understanding using formative assessment throughout the lesson plan. You may assign homework or additional independent student work opportunities.  
  Again, note any testing accommodations.  
  **Example:** A short discussion of the day’s activities. Assign three problems on an exit slip, which allows you to review students’ steps and check for understanding before moving on to the next lesson. |
| **Noise and reflection**      | After completing the lesson, take some time to reflect on how it went and jot down any ideas for improvement.  
  **Example:** My lesson flopped! Some of my students were completely lost. My students didn’t understand how to combine “like terms” because they didn’t understand the distributive property. I should have had a warm-up to assess their skills and knowledge. If they don’t understand a concept (like distributive property), then I need to re-teach those skills. Painful, but I learned! |