This template is meant to provide you with some of the most common elements of a lesson plan. Read the information underneath each heading, and then delete it when drafting your own lesson plan. Scroll to the second page for an example of what a completed lesson plan using this template looks like.

**Lesson Plan Title**

**OBJECTIVES**

*By the end of this lesson, students will be able to…*

1. Here, list the things that you want students to be able to DO as a result of your class.
2. You can choose them directly from the MPOs on your syllabus or write your own.
3. Focus your wording on using the verbs found on Bloom’s Taxonomy (<http://user.dtcc.edu/~richardk/bloom.pdf>)

**PRE-CLASS WORK**

1. If there is anything that students need to do before class in order to prepare, list those tasks here.
2. These might be readings, videos, quizzes, practice assignments, etc.
3. Research shows that if you give students a task to go along with a reading (such as “Identify the 3 most important points”), they read more actively.

**AGENDA**

1. Detail the activities that will take place during class, and indicate the estimated time for each.
2. Focus on balancing your use of student-centered and teacher-centered activities.
3. For example, instead of doing a lecture followed by a demonstration, consider breaking these two teacher-centered activities up with a more student-centered one, such as a think-pair-share about the lecture content.

**ASSESSMENT**

Here, indicate how you will assess whether or not students have mastered the objectives that this lesson focuses on. This could be a quiz, brief paragraph, discussion board post, project, etc. Just be sure that the assessment matches the objectives.

**MATERIALS**

1. Here, indicate any special materials you need for the lesson, such as handouts, computers, or Powerpoint presentations.

**SAMPLE LESSON PLAN**

**Summarizing a Text: What to Do, and What NOT to Do**

**OBJECTIVES**

*By the end of this lesson, students will be able to…*

1. Identify the conventions of a good summary.
2. Identify common errors in summaries.
3. Summarize a text.

**PRE-CLASS WORK**

1. **Watch** YouTube video describing elements of a good summary: <http://www.youtube.com/watch?v=eGWO1ldEhtQ>
2. **Read** the section on “Understanding Summary Writing” from chapter 5 of the textbook.
3. **Draw** a Venn Diagram explaining the similarities and differences of the material presented in the video and in the textbook.
4. Students are provided 1 good summary and 2 poor summaries. They must then **identify** all of the errors in the two poor summaries.

**AGENDA**

1. What a good summary is and isn’t **(30 minutes)**
   * In groups, students compare the homework and agree on the best responses.
   * Discuss as a class and come to a consensus.
   * Individually, and without looking at the textbook, students create a list of 6 tips for writing a good summary.
   * In pairs, students consolidate their lists into one.
   * Have several groups share their lists with the class.
2. How to summarize a text **(50 minutes)**
   * Using an article previously read by the class, the instructor models the steps of summarizing a text:
     + Preview the text.
     + Read and annotate for understanding.
     + Divide the article into chunks.
     + Write a gist statement to capture the main idea of each chunk.
     + Combine the gist statements into a unified paragraph.
   * Students are provided a one page article and asked to follow the same steps to summarize it.

**ASSESSMENT**

While the discussions in the first part of class provide students a chance to self-assess their understanding, the summary to be handed in at the end of class will be the instructor’s primary means of assessing the learning objectives.

**MATERIALS**

1. Copies of the 1-page article to be summarized by students
2. Electronic copy of article for modeling summarizing, and a means of projecting and annotating it (such as a Sympodium or Smart Board).