Lesson plan

This document is an editable lesson plan template based on the format produced by Ochre Education and the Australian Education Research Organisation (AERO). Annotated examples of how this document can be used, using Ochre Education lessons as examples, are available [here](https://www.edresearch.edu.au/resources/ochre-example-lesson-plans).

# Subject: [Subject name] Year level/stage: Year #

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson background | Learning objectives | Success criteria | Misconceptions |
| **Where does this lesson fit with your curriculum document/syllabus and teaching program?** | **Why are students doing this? What do they need to know/understand/be able to do by the end of the lesson?** | **How will students display mastery of this task? What feedback will they be given to progress their learning?** | **Some students might have the following misconceptions:** |
| [Insert text] | [Insert text] | [Insert text] | [Insert text] |

# Lesson stages

| **Lesson stage** | **Tasks**  What are the specific classroom or instructional activities that you and your students will use in each stage? | **Monitoring student learning** |
| --- | --- | --- |
| **Review of previous learning** | | |
| How will you ensure that students have the prerequisite skills and knowledge to progress their learning in this lesson?  How will you activate prior knowledge/help students retrieve relevant learning from previous lessons? | [Insert text] | How will you gather evidence that shows you where your students are at in their learning? |
| **Explicit teaching of new learning (‘I do’) ­– [Insert text]** | | |
| How will you communicate the learning objectives to students?  How will you break down your content into sequential steps to avoid overloading your students’ working memory?  How will you model the learning to support student understanding? | [Insert text] | How will you help students retrieve information learned in previous lessons and units?  How will you check for understanding and correct any errors or misconceptions before moving onto guided practice? |
| **Guided practice (‘We do’) – [Insert text]** | | |
| What worked examples will you provide students?  What scaffolds and instructional supports will you introduce, and how will students use these?  How will students work together to progress their skills and understanding? | [Insert text] | How will you check for understanding and correct any errors or misconceptions before allowing students to independently practice? |
| **Independent practice (‘You do’) – [Insert text]** | | |
| How will students display that they have mastered the skills and content?  How will you work with students to provide support and to gain insight into their learning? | [Insert text] | What formative assessment will you gather to provide feedback to your students? |
| **Lesson summary** | | |
| How will you show students how far they have come in the lesson?  How will you review their learning?  How will you help students reflect on, or summarise the most important parts of their learning? | [Insert text] | What evidence will you gather from your students to understand what you may need to review next lesson? |