

Annotated Lesson Plan for Primary Teachers

Class: <i>Include school name and time of tutorial</i>	Date: <i>Please put lesson plan due date</i>	Name(s): <i>Include all team member names</i>
Curriculum Content Area: <i>English/Numeracy/Arts etc.</i>	Lesson Topic: <i>Speaking and listening</i>	
Key Words/Concepts: <i>What are a few words which encompass the main ideas/concepts covered in your lesson (maximum 4)</i>		
<p>Links to prior learning <i>(What do the learners already know and how is this contributing to the planning of this specific lesson? How does this specific lesson link to other learnings?)</i></p> <p><i>What do/should students already know about this topic? What content/skills/experience do/should students have? What was covered in previous lessons to lead to the planning of this lesson? (maximum 1-3 dot points)</i></p>		
<p>Links to Curriculum <i>(What Achievement Standard(s) are you addressing in this lesson? What Content Descriptor(s) are you working towards? Have you considered the General Capabilities and Cross Curriculum Priorities in your planning? Where are these evident?:</i></p> <p><i>Where does this content fit within the Australian Curriculum? Identify and include the relevant curriculum descriptors and KEY/FOCUS year level content descriptor(s). Aim for a maximum of two.</i></p> <p><i>Consider what you can achieve in a 60-minute lesson. What is your primary aim/intention of the lesson? Highlight the key parts of the content descriptor(s) your lesson will cover and include the full code.</i></p> <p><i>Does your lesson include any direct links to the general capabilities? Cross-curriculum priorities? Include as relevant.</i></p>		
Learning Intention(s)	Success Criteria	Assessment
<p><i>What is the purpose of this lesson?</i></p> <p><i>What, specifically, do you want students to learn about?</i></p> <p><i>What do you want them to learn to do?</i></p> <p><i>This should be written as a clear, specific and achievable learning goal (maximum 2 sentences).</i></p> <p><i>Use the split screen approach below to support you to make this clear to your students.</i></p> <p><i>We are learning about (knowledge):</i> <i>We are learning to do (skill):</i> <i>We are learning to be (learning asset):</i></p>	<p><i>Behaviours that contribute toward achievement of the learning intention(s)</i></p> <p><i>Must be clear, specific, observable.</i></p> <p><u>By the end of this lesson, the learners will be able to:</u></p> <p><i>How will you know that the students have met your learning intention(s)?</i></p> <p><i>What will students do/create/discuss to indicate their achievement in relation to this learning intention? The more specific the better.</i></p> <p><i>What behaviours will you look for as clear, specific and observable indicators of success?</i></p> <p><i>How will you recognise learning when it occurs?</i></p>	<p>Diagnostic/Formative/Summative: Assessment for/as/of learning</p> <p><i>(Strategies which will be used to assess learners' attainment of learning intentions and success criteria)</i></p> <p><i>How will you assess student indicators of learning for this lesson?</i></p> <p><i>What specific strategies will you use?</i></p> <p><i>How will you know if the students have met the target learning intention(s) for this lesson?</i></p>

LESSON SEQUENCE

Timing	Lesson Content (What is Taught) <i>What specific content will be taught in this lesson? Include any relevant definitions, etc. as required.</i>	Teaching Strategies / Learning Experiences (How it is taught) <i>Needs to be explicit – what are the learners going to do and why? Must consider principles of differentiation within the lesson planning. How will you provide multiple means of Representation, Action and Engagement & Expression?</i> <i>Consider what you will be doing, and what the students will be doing throughout each part of the lesson.</i> <i>What strategies will you use to teach the selected content?</i> <i>What experiences have you planned to ensure students' attainment of the lesson's learning intentions(s)?</i> <i>How will you represent the lesson content in a variety of ways to cater for a range of learners and learning styles?</i> <i>How will you engage and involve students in the learning activities and lesson sequence? What are they being asked to do? Create? Express? What active involvement is expected of them and how will this be organised?</i> <i>What opportunities will you provide to allow students to express their learning progress? How will these vary and respond to the needs of a range of learners?</i>	Resources and Organisation (Materials Required) <i>What resources (i.e. books, ICT, environmental) are needed to ensure the effectiveness of this lesson?</i> <i>How will these resources be organised? By whom?</i>
INTRODUCTION			
<i>How long is this lesson?</i> <i>Break down timing throughout the lesson sequence.</i>	<i>What content are you introducing here?</i>	<i>Consider how you will introduce and engage the students in the lesson.</i>	<i>What resources (i.e. books, ICT, environmental) are needed to ensure the effectiveness of this lesson?</i> <i>How will these resources be organised? By whom?</i>

DEVELOPMENT			
<p><i>How long is this lesson?</i></p> <p><i>Break down timing throughout the lesson sequence.</i></p>	<p><i>What content do you want the students to be working with during the body of the lesson?</i></p>	<p><i>Consider how the learning intentions will be achieved. What activities, opportunities, etc. will students be participating in?</i></p>	<p><i>What resources (i.e. books, ICT, environmental) are needed to ensure the effectiveness of this lesson?</i></p> <p><i>How will these resources be organised? By whom?</i></p>
CLOSURE			
<p><i>How long is this lesson?</i></p> <p><i>Break down timing throughout the lesson sequence.</i></p>	<p><i>What content are you assessing in the closure of your lesson?</i></p> <p><i>What are you looking for?</i></p>	<p><i>Consider how you will reflect with students on their learning throughout the lesson. How will you know if students met the learning intentions (and to what extent)?</i></p>	<p><i>What resources (i.e. books, ICT, environmental) are needed to ensure the effectiveness of this lesson?</i></p> <p><i>How will these resources be organised? By whom?</i></p>
<p>Strategies to support the safe, responsible and ethical use of resources (including ICTs where used)</p>		<p><i>What specific strategies will you use to ensure the safe, responsible and ethical use of resources throughout this lesson? Are there any particular challenges and/or issues you need to consider throughout this lesson? How will you prevent and/or respond to those as necessary?</i></p> <p><i>**Remember to deidentify students if these pertain to a particular student.</i></p>	
<p>Lesson Reflection/Evaluation</p> <p>(To be completed after each lesson)</p> <p><i>What worked well? What could be improved? Ideas for future lesson.</i></p>		<p><i>As a group, reflect on your implementation of this lesson. (To be completed after the lesson delivery)</i></p> <ul style="list-style-type: none"> • <i>What worked well? How do you know? How could you build on your successes for future lessons?</i> • <i>What could be improved? How do you know? How could you refine content/strategies for future lessons?</i> • <i>Did students achieve the learning intention/indicator for this lesson? How do you know if students did/did not? If not, what will you do to support students? If so, how will you build on this learning?</i> • <i>What did you learn about your students* to inform future lesson planning and sequencing? (*deidentify)</i> • <i>Where would/will you go from here?</i> 	

Reference List

A reference list is essential for all links to literature made within your lesson plan

Appendix

Please append all relevant resources that are being incorporated into the lesson plan