

LESSON PLAN TEMPLATE

Teacher Candidate: Grade Level: Date: Unit/Subject: Instructional Plan Title		
I. PLANNING		
Lesson summary and focus:	<i>In a few sentences, summarize this lesson, identifying the central focus based on the content/skills you are teaching.</i>	
Classroom and student factors:	<i>Describe the important classroom factors (demographics and environment) and student factors (IEPs, 504s, ELLs, non-labeled challenged students), and the impact of those factors on planning, teaching and assessing students to facilitate learning for all students.</i>	
National / State Learning Standards:	<i>Identify the relevant grade level standard(s), including the strand, cluster, and standard(s) by number and its text.</i>	
Specific learning target(s) / objectives:		Teacher notes:
<i>Specify exactly what the students will be able to do after the standards-based lesson.</i>		<i>Clarify where this lesson falls within a unit of study.</i>
Agenda:		Formative assessment:
<i>Identify the (1) opening of the lesson; (2) learning and teaching activities; and (3) closure that you can post as an agenda for the students that includes the approximate time for each segment.</i>		<i>Identify the process and how you will measure the progress toward mastery of learning target(s).</i>
Academic Language:		
Key Vocabulary:	Functions:	Form:
<i>Include the content-specific terms you need to teach and how you will teach students that vocabulary in the lesson.</i>	<i>Clarify the purpose the language is intended to achieve within each subject area. Functions often consist of the verbs found in the standards and learning goal statements. How will your students demonstrate their understanding?</i>	<i>Describe the structures or ways of organizing language to serve a particular function within each subject area. What kinds of structures will you implement so that your students might demonstrate their depth of understanding?</i>

Instructional Materials, Equipment and Technology:	<i>List ALL materials, equipment and technology the teacher and students will use during the lesson. Add or attach copies of ALL printed and online materials at the end of this template. Be sure to address how you will teach the students to use the technology in Section II. INSTRUCTION.</i>
Grouping:	<i>Identify grouping strategies that will support your students' learning needs.</i>

II. INSTRUCTION

A. Opening

Prior knowledge connection:	<i>Identify how this lesson connects to previous lessons / learning (prior knowledge of students) and students' lives.</i>
Anticipatory set:	<i>Identify how this lesson is meaningful to the students and connects to their lives.</i>

B. Learning and Teaching Activities (Teaching and Guided Practice):

I do	Students do	Differentiation
<p><i>Your "I Do" instructional procedures should include: The teaching strategy you will use to <u>teach each step</u> that includes modeling and formative assessment; transition statements you will make throughout your lesson and essential questions you will ask; and academic language of vocabulary, function, and form. Script detailed, step-by-step instructions on how you will implement the instructional plan. <u>Use a numbered list of each step;</u> <u>bold every example of modeling;</u> <u>italicize every formative assessment.</u></i></p>	<p><i>Your "Students Do" procedures should describe exactly what students will do during the lesson that <u>corresponds to each step of the "I Do."</u></i></p> <p><i><u>Please use a corresponding numbered list.</u></i></p>	<p><i>Describe methods of differentiation, including accommodation or differentiation strategies for academically, behaviorally and motivationally challenged students.</i></p> <p><i><u>Please use a corresponding numbered list.</u></i></p> <p><i>Also include extension activities: What will students who finish early do?</i></p>

III. ASSESSMENT

Summative Assessment

Differentiation

Include details of any summative assessment as applicable and attach a copy with an answer key. Explain how the summative assessment measures the learning target(s)/objectives. If you do not include a summative assessment, identify how you will measure students' mastery of the learning target(s)/objectives.

Describe methods of differentiation for your summative assessment, including accommodation or differentiation strategies for academically, behaviorally and motivationally challenged students.

Closure:

Explain how students will share what they have learned in the lesson. Identify questions that you can ask students to begin the closure conversation. Identify how students will confirm transfer of the learning target(s)/ objectives to application outside the classroom.

Homework:

Clearly identify any homework tasks as appropriate. Elaborate whether the homework is drill- or skill-practice-based and explain how the homework assignment supports the learning targets / objectives. Attach any copies of homework.