

Teacher: | Subject/Grade: | Date: | Time: |

Lesson Topic/Title: |

**Big Idea/Essential Question** (Is there an overarching theme or question in the classroom or subject area that this lesson fits under? Big ideas/Essential questions will encompass many lessons, an entire unit, or even a semester. They will not change with each lesson. They are not objectives. They are not theme titles.)

**Objectives and Assessments:** (Cognitive knowledge, psychomotor skills, and/or affective attitudes – use measurable verbs – be sure to connect written objectives to assessment tools. Objectives may be written in a traditional format (i.e. “The student will...”)) or as learning targets written from the perspective of the students (i.e. “I can...” or “I will be able to...”).

| Objective | Assessments | Formative/Summative |
|-----------|-------------|---------------------|
|           |             |                     |
|           |             |                     |
|           |             |                     |

**Standards** (Reference number and text of MN Standards or other content-related standards):

| Reference Number | Text of standard |
|------------------|------------------|
|                  | -                |
|                  | -                |

**Materials and Preparation Needed for Instruction**

|                              |   |
|------------------------------|---|
| 1. Text pages: Manual pages: | - |
| 2. Resources: Teacher:       | - |
| Student:                     | - |

Special preparation that needs to be completed in advance (set-up, handouts, etc.):

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**Planned Supports for Differentiation**

|                                         |   |
|-----------------------------------------|---|
| Environment: (changes in the setting):  | - |
| Content: (changes in what is taught):   | - |
| Process: (changes in how it is taught): | - |
| Product: (variety in student products): | - |

**Academic Language** What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?

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**Instructional Procedures** – Insert specific plans here, making provisions for the following:

**A. Review** (as needed, make connections from a previous lesson)

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**B. Developing Background** (How will students connect the lesson to their own experiences?)

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**C. Transitional Statement** (including stated objectives)

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**D. Developing the New Lesson** (introduce and practice new content)

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**E. Summary** (ask about/restate objectives)

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**F. Assessment** (formative and summative tasks related to lesson objectives)

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**Lesson Reflection** (Completed by the teacher after the lesson has been taught):

1. In what ways was the lesson effective?
2. How would you change this lesson if teaching it again?
3. What students may need extra help? What type of help may be needed?