

Lesson Plan Template

Teacher:
Subject/Grade:
Date/Time:
Topic or Big Question:

Standards

- MN state content standards
- number and text

Objectives and Assessments

- *I can...* or *I will...* learning targets
- connect objectives and assessments (formative and summative)
- one to three generally
- specific, measurable performance verbs

Materials and Preparation

- preparation and set up
- materials students will need
- materials that the teacher will need

Academic Language

- language necessary for content understanding (in student friendly terms)
- instructional language to engage students in learning content

Differentiation Plan

- think about student's readiness level, interests, and preferred mode of learning
- content, process, product, and affect

Instructional Elements

- introduction (e.g., hook, review, background, target, transition)
- access to new information
- working with lesson content
- applying or practicing of the learning
- summarizing and closure
- assignment

Lesson Reflection (after the lesson is 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?

What are the learning targets associated with the standards?

How can the targets be written in student-friendly terms?

What are the formative or summative tasks that will assess students' learning?

Would doing well on the tasks show mastery of the objectives?

In addition to planning, what preparations are needed for content and materials?

What oral or written language will students need to understand or produce?

How will you get the students' attention, engage their interest, and let them know what they will be learning?

How will you address individual differences among the students?

What are the ways students will make sense of the new lesson connecting it to their own backgrounds?

MODIFIED DIFFERENTIATED LESSON PLAN TEMPLATE

Teacher Candidate: _____ Date: _____ Time: _____ to _____ Grade _____

Subject _____ Topic _____ Approved by C.T.: _____

A. OBJECTIVES: (knowledge, attitudes, skills)	
B. STATE/DISTRICT STANDARDS OR LEARNING TARGETS:	C. Definitions of Targeted Terms
D. Pre-Assessment:	E. Pre-requisite Skills:
F. Impact on planning:	
G. Advanced Preparation Reminders:	H. Materials and Assistive Technologies:
I. Duration of the Lesson:	J. Student & Room Arrangement:
K. Teaching Strategies:	
L. Behavioral Considerations:	

M. Detailed Outline

Time: e.g. 9:00 – 9:10	Sequence of Steps:	Adaptations:
Step 1:	<u>Creative Introduction:</u> (Anticipatory Set – the Hook/Launch)	Adaptations:
	<u>Your Key Questions and Anticipated Student Responses:</u>	
	<u>Notes:</u>	
Step 2:	<u>Explaining Behavioral Expectations:</u>	Adaptations:
	<u>Your Key Questions & Anticipated Student Responses</u>	
	<u>NOTES:</u>	
Step 3:	<u>Sharing Agenda & Objectives:</u> Agenda: Objectives:	Adaptations:
	<u>Your Key Questions & Anticipated Student Responses</u>	
	<u>NOTES:</u>	
	<u>Transition:</u> This is to be scripted.	
	<u>Your Key Questions & Anticipated Student Responses</u>	
	<u>NOTES:</u>	

Step 4:	Steps of Instruction: (Instructional Strategies/Modeling) Not meant to be a script.	Adaptations:
	Your Key Questions & Anticipated Student Responses	
	NOTES:	
	Transition: This is to be scripted.	
	Your Key Questions & Anticipated Student Responses	
	NOTES:	
Step 5:	Guided Practice Not meant to be a script.	Adaptations:
	Your Key Questions & Anticipated Student Responses	
	NOTES:	
	Transition: This is to be scripted.	
	Your Key Questions & Anticipated Student Responses	
	NOTES:	
Step 6:	Independent Practice: Not meant to be a script.	Adaptations:
	Your Key Questions & Anticipated Student Responses	
	NOTES:	
	Transition: This is to be scripted.	
	Your Key Questions & Anticipated Student Responses	
	NOTES:	
Step 7:	Closure:	
	Your Key Questions & Anticipated Student Responses	
	NOTES:	
THE ASSESSMENT		

- A. Evaluation of your students' learning.** Identify what are you assessing and how. What learning tasks are to be demonstrated by all?; which are not? Consider challenge level, complexity, process and product modifications. Explain criteria to be used. Connect to both the lesson objectives and unit goals. Include the rubric/tool you are using to assess the work. Complete during the lesson planning process.
- B. Evidence/Thinking about student learning.** Examine what students learned, thinking about the whole class and the targeted students. How do you know they know? – no assumptive assessment - include evidence that students have learned something. Complete this after the lesson is taught.

Section 6 – THE REFLECTION

After Teaching the Lesson, reflect on student participation and your planning, preparation, and teaching:

- What did you learn about teaching the specific **content** as a result of this lesson – student difficulties and successes?
- What did you learn about lesson preparation and teaching in general as a result of this lesson?
- What would you do differently and what were your strengths? Not all reflective thoughts need to be about what needs improvement. Identifying things that were effective is also important.

DEPARTMENT OF TEACHER EDUCATION

LESSON PLAN FORMAT AND GUIDELINES

Grade Level: **Subject:** What subject am I going to teach? (e.g. math, science, social studies, music, art, reading)

Concept: What concepts within the subject will I be teaching? (e.g. addition, life cycle of animals, occupations, keyboard, beat and rhythm, abstract design, beginning sounds)

Alignment of standards, objectives and assessment(s)t for student learning:

<i>Model Academic Standard(s) or Early Learning Standard (EC majors)</i>	<i>Learner Outcomes/ Objective(s)</i>	<i>Type of Assessment(s) (If applicable attach rubric, test or other assessment instrument)</i>
	<p><i>Ask yourself...</i> <i>As a result of this lesson, the students will be able to</i></p> <p>Select an objective(s) for student learning that is appropriate to the grade level and subject area.</p>	<p><i>Ask yourself...</i> <i>HOW will I assess what I taught to be sure that student learning occurred?</i> <i>(for example: observation, listening for answering in a discussion, use of a checklist, checking for understanding through a quiz or a test, use of a rubric to grade a test, discussion, presentation, etc.)</i></p> <p>Be sure to state how you are going to assess the learning and name the assessment you will use.</p> <ul style="list-style-type: none"> • What assessment will you use to determine whether or not student learning occurred, and if you meet the objective of your lesson? (e.g. rubric, observation, test, assignments, listening), etc.. • What types of student work might be produced or observed during the lesson?

Teacher background knowledge needed for the lesson:

- What background knowledge/information do you, as the teacher, need to know in order to teach this lesson and meet your objectives?
- List specific knowledge about the actual subject matter that you will be need to help students learn such as vocabulary definitions, facts/information you will be sharing with the students, etc.

Student prior knowledge needed for this lesson and student's possible misconceptions about what is going to be taught:

- What prior knowledge will the students need in order to learn the concept that you will be teaching them?
- What misconceptions might they have about the concept that is being taught? (*This component does not need to be included in the EDU 010 lesson plan.*)

Type of lesson (introduces a concept/skill/strategy, continues development of a concept/skill/strategy, completes instruction of a concept/skill/strategy):

- Are you starting to teach them the concept,?
- Are you continuing with something you or your cooperating teacher has started?
- Are you finishing teaching them about the concept?

Rationale for the lesson:

- Why are you teaching this lesson?

Teaching Strategies/approaches:

- What strategies will you use to help the students understand the concept (e.g. *lecture, direct-instruction, discussion, hands-on/interactive activities/discovery learning, cooperative learning, role-playing, read-aloud, demonstration*)?

Classroom management considerations:

- What will you need to consider regarding classroom management (e.g. room/seating arrangement, classroom rules, group work, procedures, teaching/strategies/approaches, how you will keep them engaged, student and teacher roles, teacher-student relationships)?
- Management considerations may be related to your teaching strategies.

Materials:

- What instructional materials are needed for the lesson?

Procedures: (Detailed list of steps)

- Engagement
How will you introduce the lesson in order to capture their attention to help them focus on the lesson?
- Development of lesson
How will you present the lesson? These will include multiple steps. (*This should be in bulleted or numbered format.*)
- Accommodations to support student learning
Do plans need to be modified or enhanced in some way to accommodate students who would not be able to complete the lesson as designed?
- Closure of the lesson
How will you bring the lesson to closure and help students verbalize what they learned? (This is a closing to what you have taught).
- Extension Activity/Homework Assignment (if appropriate)
Is there an assignment or follow-up activity that will occur to keep students engaged in learning the objective? (It may not be present in all lessons.)

Teacher:

Date(s):

Subject area / course / grade level:

Materials:

TEKS/SEs:

Lesson objective(s):

Instructional strategies:

Differentiation strategies to meet diverse learner needs:

Evaluation of student learning:

Lesson Plan Form

Name: _____ Cooperating Teacher Initials: _____
Subject: _____ Date Turned In: _____ Date Taught: _____

Objective(s):

TEKS:

Materials:

Teaching Procedure: (introduction)

1. Motivation:

2. Prior Learning:

3. Statement of Objective:

4. Purpose (statement/question):

5. Instructional Steps: (also include sample higher level qs, guided practice, independent practice, etc.)
a.

Closure:

Review:

Future Learning:

Lesson Extension and/or Modification:

Assessment of Learning:

Self Evaluations on the Back

(What went well with this lesson? What did not go well? What could be done differently in the future?)