**Lesson Plan Components NAME:**

**PART A: PLANNING**

Date Plan Written: \_\_\_\_\_\_\_\_\_\_\_ Date Lesson will be Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_ # of Students for the Lesson: \_\_\_\_\_\_\_\_\_\_

**Subject Area:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Central Focus:**

**State Content Standard and/or Common Core Standard(s):**

***Target Standard(s)*:**

***Practice Standard(s): for Math &/or Science only***

***Integrated Content Standard(s): (if applicable)***

**Prior Knowledge:**

**Learning Objective**(s)

**Assessment Measures**:

***Note: You may or may not complete a summative assessment for the lesson, but you will need to include formative assessment measure(s).***

**Differentiation**:

|  |  |  |
| --- | --- | --- |
| student(s) | need | differentiation |
|  |  |  |

**State connections to research and theory for both instructional practices and student learning:**

|  |  |
| --- | --- |
| instructional practice | supporting research and/or theory |

**Materials:**

**Technology (if required):**

**PART B: DELIVERY OF INSTRUCTION**

**INSTRUCTIONAL DELIVERY PLAN (*step-by-step sequence)***

***Lesson Events*:** (**number** each action)

|  |
| --- |
| **Opening/Engage/Anticipatory Set Estimated Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & Setting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(whole group, small group, individual, centers, workshop, lab, other) |
| Teacher’s Actions 1. | Students’ Actions-  |  | UDL &/or DifferentiationBe sure to include how you are meeting the various needs of ALL learners |
| 1.  |  |  |  |
| **Body of Lesson Estimated Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & Setting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(whole group, small group, individual, centers, workshop, lab, other) |
| Teacher’s Actions  | Students’ Actions |  | Differentiation &/or UDL |
|  |  |  |  |
| **Closing** [At the end of the lesson, engage in a closure (wrap-up) to help students connect what they have learned to the real world and/or to expand on what they learned.]. **Estimated Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & Setting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(whole group, small group, individual, centers, workshop, lab, other) |
| Teacher’s Actions  | Students’ Actions |  | Differentiation &/or UDL |
|  |  |  |  |
| **Homework/Assignment/Extension Activity (if applicable)** |
|  |
| **Lesson Reflection** (To be completed after the lesson is taught and the reflection must have supporting evidence/data.) |
| **1. Reflect on specifics in your instructional procedures. (This is to be written in first person. Note what worked, what didn’t work; be sure to reflect not report.)** |
| **2. How did lesson and classroom management components contribute to or detract from student behavior and engagement?** |
| **3a. Record and analyze data from formative assessments.** **3b. Analyze and reflect on summative assessment if appropriate.**  |
| **4. Based on 1 & 3, what will you do for your next lesson?** |