

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-/Focus for Learning state the overarching big idea for the learning segment. (A learning segment is 3-5 lessons or a unit.) The Central Focus needs state and define clearly how the learning segment is interconnected. **What will be covered and Why?**

State Content Standard and/or Common Core Standard(s): This should be the content area, grade level and letter/number identification; the actual standard(s) should be written under this heading. Divide the standards into the following categories as applicable:

Target Standard(s): List the standard(s) you will be assessing through this lesson

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

Integrated Content Standard(s): If applicable, list other standard(s) you will be addressing through this lesson.

Prior Knowledge/Data Guided Instruction Prerequisite knowledge, skill &/or data. Objectives and/or data from previous lesson, and previously learned concepts related to this lesson.

Learning Objective(s) The objective/target must include 3 parts: the context, the skill & the criteria. Objective(s) should be observable and measurable.

(Examples: A- During writing workshop, students will write a cohesive narrative essay body paragraph with one topic sentence, three supporting details, and a transition sentence.

B- Students will distinguish words with long and short e vowel sounds by sorting word cards into the correct category for at least 10 of 15 words.

C- Students will be able to extract properties from squares, rectangles, rhombuses and parallelograms in order to sort them appropriately into smaller and larger categories with 85% accuracy.)

Critical Thinking: Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions

Assessment Measures:

List assessments that will be used during and/or after the lesson. Provide the type(s) of assessment being used (formative and/or summative)

Formative Assessment(s): assessment that takes place during &/or after the lesson

Summative Assessment(s): assessment that takes place after a defined instructional period (typically at the end of a project or unit)

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

Checking for Understanding: Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment

Differentiation: Describe how you will differentiate content, process, product &/or environment for specific students during this lesson (*Identify how the differentiation specifically connects to students who have IEPs or 504 plans, as well as students with specific language needs, other learning needs, and advanced students. You may also identify elements of UDL addressed if applicable.*)

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 List all of the materials necessary for delivering instruction. Attach all handouts/book pages, etc.

Technology (if required):

PART B: DELIVERY OF INSTRUCTION (This may be altered per specific content areas- course instructor will provide the expected detail.) Be sure to consider- purposeful grouping, transition, student participation and engagement, specific needs for room arrangement etc.

INSTRUCTIONAL DELIVERY PLAN (step-by-step sequence) Lesson Events: (number each action)

Opening/Engage/Anticipatory Set		Estimated Time	& Setting
small group, individual, centers, workshop, lab, other)			(whole group,
Teacher's Actions	Students' Actions-	UDL &/or Differentiation	Be sure to include how you are meeting the various needs of ALL learners
Body of Lesson		Estimated Time	& Setting
individual, centers, workshop, lab, other)			(whole group, small group,
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)

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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?

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