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| **Name**  **Lesson Title**  **Grade level(s)/Course**  **Time Frame (# of class periods/\_\_\_minutes each)** |

**INSTRUCTIONAL CONTEXT**

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| **What do I know about my students that will inform this lesson?** |
| **How does this lesson connect with and build on the previous lesson(s)?** |
| **How do you expect to build on this lesson in subsequent lessons?** |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.** |

**INFORMATION ABOUT THE LESSON**

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| **Enduring Understanding and/or Essential Question**  The important, powerful ideas that enable us to make sense of isolated facts. What is the big idea of that your lesson encompasses? |
| **Content Standards**  The Content Standards specifically explain what students need to know and be able to do. If only teaching part of the standard, include ONLY the relevant part. List the code/number and written text. |
| **Objectives**  Statements indicating what the student will know, understand, or be able to do by the end of the lesson. Usually the outcome begins with “The student will….” Consider both knowledge and skill outcomes to include.  \* Use Symbolic Notation to reference the Content Standard being referenced in a particular objective. |
| **Academic Language Objectives**  The language of the discipline and education that is different from everyday spoken language. The content specific terms (ex: value, composition, perspective, etc.) and the process terms (ex: examine, analyze, interpret, judge, etc.) that enable a student to be successful in the classroom. |
| **Prior Learning/Prior Thinking**  How have learners encountered this content before, either through experience in daily life or prior instruction? What related content have the students learned that has laid a foundation for this lesson? What errors in understanding or thinking (i.e, misconceptions) might learners bring to the classroom? |
| **Instructional resources, materials, websites referenced to guide your instruction and engage student learning (Use APA format for citing texts/publications)** |

**INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_\_\_\_\_\_ Males\_\_\_\_\_\_\_\_\_\_ Females\_\_\_\_\_\_\_\_\_\_** | | |
| **Diverse Student Needs Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** |  |  |
| **English Language Learners** |  |  |
| **Gifted** |  |  |
| **504** |  |  |
| **Other special needs** |  |  |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**  How will you get students to activate their prior associations, ideas, or connections to your lesson?  The “hook” that gets the students excited and anxious to participate in the lesson. An explanation, presentation, or activity that relates to the topic and to the interests/prior knowledge of the students. Leads into the focus statement. Include how you will engage students (questioning, participating,…etc.) |
| **Focus/Purpose Statement**  A short, simple statement by the teacher using student-friendly language that tells the students what they will be doing during the lesson and why it is important. Tell them the big idea or goal.  “Today we will learn about perspective. As we learn today, keep in mind our big question: *How do artists convey something 3-dimensional on a 2-dimensional surface*?” You will be able to create your own 2-point perspective cityscape. We will also share and critique our creations.” |
| **Procedures**  This is the heart of the lesson plan. In this section explain the logical, sequential steps you will follow as you teach. Explain what you will say and do to ensure student thinking and ultimately learning. What strategies, activities, and examples will you incorporate into your lesson? How will you transition students from one segment of the lesson to another segment? What questions will you ask during each portion of the lesson? What technology or materials will you be using, and how will you use them? See example of layout: |
| **Procedures**   |  |  |  | | --- | --- | --- | | **Time**  **# min.s** | **Instructional Strategies/Learning Tasks**  **1.**  **2.   3.** | **Purpose** | |
| **Differentiation**  How specifically will you differentiate instruction for different levels of ability and/or different levels of content knowledge? How will you use different strategies for learning and/or cultural and language differences? What are those different strategies? |
| **Closure**  At the conclusion of the lesson, closure is the time to help the students organize the information that has been presented to aid their retention. The students should do the thinking and discussion rather than the teacher. The teacher can engage them in a short review by posing questions. The students should be given a chance at the end of the lesson to personally reflect on the lesson, to share their ideas with others and with the class as a whole. |
| **Reflection on lesson**  **What worked and for whom? Why?**  **What didn’t work and for whom? Why?**  **What are your next steps based on the data from this plan?** |

**ASSESSMENT**

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| **Before the lesson**  Gathering information about student knowledge  How will you identify students’ academic development and social/emotional development, including strengths, experiences and interests, to help students reach the learning objectives?  Pre-assessment that may be used |
| **During the lesson** How will you know if your students understand the lesson while you are teaching? How will you provide feedback during the lesson that helps the student understand what s/he did well and helps the student improve his/her work or understanding? How will you judge differing depths of student understanding?  Informal Formative Assessment  This may include Guided Practice, Independent Practice, Questioning, structured Observations, etc., including what you will be looking for.  Formal Formative Assessment |
| **At the end of the lesson**  How will you know if (and how well) your students understood the lesson? How will assessments provide evidence of student learning relative to the objectives for the lesson? How will you differentiate assessments for students having difficulty demonstrating their learning as well as those needing more challenge? How are the assessments aligned to objectives?  Formative…  Summative… |