**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:** |  |
| **Grade Level:** |  |
| **Date:** |  |
| **Unit/Subject:** |  |
| **Instructional Plan Title:** |  |
| **Lesson Summary and Focus:** | ***In 2-3 sentences, summarize the lesson, identifying the central focus based on the content and skills you are teaching.*** |
| **Classroom and Student Factors/Grouping:** | ***Describe the important classroom factors (demographics and environment) and student factors (IEPs, 504s, ELLs, students with behavior concerns, gifted learners), This should be limited to 2-3 sentences and the information should inform what differentiation is included lesson (visual, kinesthetic, audio).*** |
| **National/State Learning Standards:** | ***Your state standards and number so I can ensure alignment. If you can’t find your standards please let me know and I will be glad to help.***  ***Include the standard(s) number with the performance indicators and the standard language in its entirety.*** |
| **Specific Learning Target(s)/Objectives:** | ***Learning objectives are designed to identify what the teacher intends to measure in learning. These must be aligned with the standards. When creating objectives, a learner must consider the following:***   * ***Who is the audience*** * ***Bloom’s action verb will be measured during instruction/assessment*** * ***What tools or conditions are being used to meet the learning*** * ***Measurement is how or what you expect (i.e., 8 out of 10, 2 paragraphs or 80% complete)***   ***For example:***  ***Given an unlabeled map outlining the 50 states, students will accurately label all state names.*** |
| **Academic Language** | ***In this section, include a bulleted list of the general academic vocabulary and content-specific vocabulary you need to teach. In a few sentences, describe how you will teach students those terms in the lesson.***  **Content area vocabulary words are different than academic language. Please research further.** |
| **Resources, Materials, Equipment, and Technology:** | ***List all resources, materials, equipment, and technology you and the students will use during the lesson. As required by your instructor, add or attach copies of ALL printed and online materials at the end of this template. Include links needed for online resources. Think of me as your substitute teacher following this lesson plan.*** |

**Section 2: Instructional Planning**

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| **Anticipatory Set**  *If this is the first lesson of your unit plan be sure to list a pre-test.*  *Your goal in this section is to open the lesson by activating students’ prior knowledge, linking previous learning with what they will be learning in this lesson and gaining student interest for the lesson. In other words, hook your students on the upcoming instruction.* [How to Hook Your Students Instantly: the Anticipatory Set – Complete Literature](https://completeliterature.com/how-to-hook-your-students-instantly-the-anticipatory-set/)  *In a bulleted list, describe the materials and activities you will use to open the lesson. Be sure to include any materials in the appropriate area below.*  *For example:*   * *I will use a* ***visual of the planet Earth*** *and ask students to describe what Earth looks like.* * *I will record their ideas on the white board and ask more questions about the amount of water they think is on planet Earth and where the water is located.* | **Time Needed** |
| **Multiple Means of Representation**  **Representation Section – “I do Section” – Teacher does the thinking and teacher does the work**  *Learners perceive and comprehend information differently. Your goal in this section is to explain how you would present content in various ways to meet the needs of different learners. For example, you may present the material using guided notes, graphic organizers, video or other visual media, annotation tools, anchor charts, hands-on manipulatives, adaptive technologies, etc.*  *In a bulleted list, describe the materials you will use to differentiate instruction and how you will use these materials throughout the lesson to support learning.*  *For example:*   * *I will use a* ***Venn diagram graphic organizer*** *to teach students how to compare and contrast the two main characters in the read-aloud story.* * *I will model one example on the white board before allowing students to work on the Venn diagram graphic organizer with their elbow partner.*   *Explain how you will differentiate materials for each of the following groups:*   * English language learners (ELL): * Students with special needs: * Students with gifted abilities: * Early finishers (those students who finish early and may need additional resources/support): | **Time Needed** |
| **Multiple Means of Engagement**  **Engagement – “We do section**” is where you will spend the majority of your time with your students.  *Your goal for this section is to outline how you will engage students in interacting with the content and academic language. How will students explore, practice, and apply the content? For example, you may engage students through collaborative group work, Kagan cooperative learning structures, hands-on activities, structured discussions, reading and writing activities, experiments, problem solving, etc.*  *In a bulleted list, describe the activities you will engage students in to allow them to explore, practice, and apply the content and academic language.* ***Bold*** *any activities you will use in the lesson. Also, include formative questioning strategies and higher order thinking questions you might pose.*  *For example:*   * *I will use a* ***matching card activity*** *where students will need to find a partner with a card that has an answer that matches their number sentence.* * *I will model one example of solving a number sentence on the white board before having students search for the matching card.* * *I will then have the partner who has the number sentence explain to their partner how they got the answer.*   *Explain how you will differentiate activities for each of the following groups:*   * English language learners (ELL):      * Students with special needs: * Students with gifted abilities: * Early finishers (those students who finish early and may need additional resources/support): | **Time Needed** |
| **Multiple Means of Expression**  **Expression – “They do Section”** This is the final step before students move into the independent work stage.  *Learners differ in the ways they navigate a learning environment and express what they know. Your goal in this section is to explain the various ways in which your students will demonstrate what they have learned. Explain how you will provide alternative means for response, selection, and composition to accommodate all learners. Will you tier any of these products? Will you offer students choices to demonstrate mastery? This section is essentially differentiated assessment.*  *In a bulleted list, explain the options you will provide for your students to express their knowledge about the topic. For example, students may demonstrate their knowledge in more* ***summative*** *ways through a short answer or multiple-choice test, multimedia presentation, video, speech to text, website, written sentence, paragraph, essay, poster, portfolio, hands-on project, experiment, reflection, blog post, or skit.* ***Bold*** *the names of any summative assessments.*  *Students may also demonstrate their knowledge in ways that are more formative. For example, students may take part in thumbs up-thumbs middle-thumbs down, a short essay or drawing, an entrance slip or exit ticket, mini-whiteboard answers, fist to five, electronic quiz games, running records, four corners, or hand raising.**Underline the names of any formative assessments.*  *For example:*  *Students will complete a* ***one-paragraph reflection*** *on the in-class simulation they experienced. They will be expected to write the reflection using complete sentences, proper capitalization and punctuation, and utilize an example from the simulation to demonstrate their understanding. Students will also take part in formative assessments throughout the lesson, such as thumbs up-thumbs middle-thumbs down and pair-share discussions, where you will determine if you need to re-teach or re-direct learning.*  *Explain if you will differentiate assessments for each of the following groups:*   * English language learners (ELL): * Students with special needs: * Students with gifted abilities: * Early finishers (those students who finish early and may need additional resources/support): | **Time Needed** |
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| **Extension Activity and/or Homework**  *Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required by your instructor, attach any copies of homework at the end of this template.* | **Time Needed** |
| **Rationale/Reflection**  *After writing your complete lesson plan, explain three instructional strategies you included in your lesson and why. How do these strategies promote collaboration, communication, critical thinking, and creativity?* ***Bold*** *the name of the strategy.*  *For example:*  *.*  ***Think-Pair-Share*** *promotes engagement, communication, and collaboration because all students get a chance to share their ideas or answers. This is beneficial to students because they get to put their ideas into words, and hear and discuss the perspectives of others.* |  |