

Lesson Plan Model¹

Lesson Title/#: **Expectations For Lesson Plan Sections**

Grade Level: **Practicum C&I 373**

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>The central focus is a brief description of what will happen in the lesson and the main purpose. This should be written in one complete sentence. Think of it this way: it is kind of a summary of the whole lesson plan that sums it up much as an abstract would do for a journal article. Although it appears first in your lesson plan template, you might choose to answer this last as a way to summarize the lesson.</p>
<p>Content Standards Please list the standards that are addressed in this course.</p> <p>What standards are most relevant to the learning goals?</p>	<p>Include a few of the most important standards that fit your lesson. You do not need to include every single standard that fits with your lesson. Standards can be academic and social.</p>
<p>Student Learning Goals/Objectives</p> <p>Skills/procedures What are the specific learning goals for students in this lesson?</p> <p>Concepts and reasoning/problem solving/ thinking/strategies What are the specific learning goals for students in this lesson?</p>	<p>The learning goals/ objectives are clearly written statements that explain exactly what the student will be able to do by the end of the lesson. Objectives use measurable goals. Use Bloom's Taxonomy to determine measurable goals for your lesson. Objectives are written as follows: "Students will be able to...[measurable verb]...description of how student will have opportunity to show the action."</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that</p>	<p>This section is referencing content-based information and academic skills needed to ascertain new knowledge/complete the activities in your lesson. Here, think about scaffolding. What might be helpful to teach before moving to the skill/concept of focus in your lesson plan? What lessons came before yours? How do you and your CT set students up for success? Try to stay away from assuming negatively about students desire/ability to participate in a productive way.</p>

¹ This document was adapted from a lesson plan outline developed by Illinois State University.

are necessary to support the learning of the skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	<p>Research tells us that misconceptions need to be removed before new content can be learned; otherwise, students have a tendency to refer back to their misconceptions producing the need to reteach. Though this is individualistic, there will be patterns and similarities among students. This is a topic to speak about with your CT in addition to delving into what students learn in the previous grade or have learned earlier in the school year.</p> <p>This first question is asking about students in general—what might students, in general, misunderstand related to this lesson?</p> <p>The second question asks about your students, in particular—what might <i>your</i> students misunderstand? This is in thinking about what you already know about your students that leads you to believe that they might misunderstand a particular part of a lesson.</p>

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch</p> <p>_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Your launch should be more than just introducing the lesson; it should be a way to get students excited and interested in the lesson. Sometimes, launches are a way to tie to students' previous knowledge or interests.</p>
<p>Instruction</p> <p>_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objectives?</p> <p>How will you link the new content (skills and concepts) to students' prior</p>	<ul style="list-style-type: none"> • For the lesson plan, all parts should be written in as much detail as possible so that a substitute teacher could pick up your lesson plan and teach the lesson exactly as you had intended. This means that you will need to write more than “discuss story”—you will need to explain what you will discuss, what questions you will ask, etc. • The instructional steps either as bullets or a numbered list. Numbered lists are better as they create sequence. Make this part easy for you to go back and check what you need to do next should you forget. A lengthy paragraph makes it difficult to find information. • Answer all of the questions in the left hand column of this lesson plan template. • Attach any worksheets, exit slips, questions, or assessments to your lesson plan.

<p>academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application</p> <p>_____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>If students are completing work, include the questions they will need to answer or attach an example of the work that goes along with this lesson plan. Explain not only what they are doing, but how you will assess the work.</p>
<p>Closure</p> <p>_____ Minutes</p> <p>How will you end the lesson?</p>	<p>The closure should be more than stating that it is time to transition to the next activity. Explain how you will get students to talk about or reflect on what they learned or experienced. Activities like exit tickets or having students explain the importance or reason for what they learned are also helpful in creating closure.</p>
<p>Differentiation/ Planned Support</p>	<p>In this section, think about students who have learning, behavior, processing or other challenges. Think about how different graphic organizers can support learning. Consider how/where do you see students struggling</p>

<p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p>during different parts of a lesson? What will you do to support ELL/ESL?</p> <p><i>Whole Class:</i> For this section, think about different supports that you have built into your lesson that will help the class in general understand or complete the lesson.</p> <p><i>Groups of students with similar needs:</i> While we all learn differently, have different learning styles, etc., you may have a group of students who have similar needs. For example, if you are in an ELL cluster or you have a large number of students who are having difficulties with fractions this is the place where you will explain what you will do/ create to help this group.</p> <p><i>Individual students:</i> You may find that you have particular students in your class who need more fine tuned support. For example, students with IEPs have specific accommodations. What will you do to ensure that you support individual students?</p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/ or misunderstandings:</i> This section seems repetitive of the earlier section that asks the same question. Therefore, this only needs to be filled out if there are individual students that often have particular misunderstandings about something specific that have not yet been covered in the previous section.</p>
<p>Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>This section can be as small as a think-pair-share or a detailed cooperative learning activity. Be sure to explain the reason for including this in the lesson plan and how groups were formed. Even if students are just working with their tables, explain why the tables are set up as they are.</p>
<p>What Ifs What might not go as planned and how can you be ready to make adjustments?</p>	<p>For this section, think about teacher what ifs: what might happen during transitions, with materials or technology, or if you finish early or run out of time?</p>
<p>Theoretical Principles and/or Research- Based Best Practices Why are the learning tasks for this lesson appropriate for your students?</p>	<p>Choose one or two theories that are tied to pedagogy or “best practices” of teaching particular content. Include the theorist’s name, explain the theory, and tie the theory to your particular lesson. Explain how this will be used or how this theory drives your lesson.</p>
<p>Materials What materials does the teacher need for this lesson?</p>	<p>Explain everything that you will need and everything that students will need in order to complete the lesson. This should include details such as handouts, markers, computer, etc.</p>

What materials do the students need for this lesson ?	
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Academic Language Demands:

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	<p>Think about what you are asking them to do and what part of language will you be helping them develop. For example, if they are working in groups they might need to work on speaking up for themselves, learning how to listen to others and then synthesize that information into one answer. Maybe they need to learn the importance and steps for active listening? Try to answer this question: what will they need to understand about language and their use of language to succeed or participate in this activity?</p>
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson?</p>	<p>List and define specific words that students will need in order to understand the lesson. These are content specific, they may have already been reviewed, but students might need to be reminded.</p>
<p>What specific ways will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	<p>Explain specifically how students will use reading, writing, listening, or speaking in your lesson plan tying each skill to a particular part of the lesson.</p>
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	<p>You may need to talk with your CT about their ability levels if you do not know. This should not be the same sentence for every lesson plan you write as there are different demands for each lesson.</p>
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	<p>While this section seems repetitive of earlier sections, this part is specifically looking at how you will help them read, write, listen, and speak for this lesson in particular. Explain what supports you will use and why.</p>

Assessments:

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objectives. Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?
List all informal and formal assessments	If assessments are in the form of a document, attach them to your lesson plan	How will you differentiate in order to help all students succeed?	This should tie specifically back to your measurable verb in your objective. If these two don't match then you should revise. This part is asking for you to show how you will know if they have met the objective.

Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	

<p>Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification Why will these changes improve student learning?</p> <p>What research/ theory supports these changes?</p>	

Please attach examples of assessments that you used.