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School of Education Licensure Programs



Lesson Plan Form

Please make a copy of this for use and leave this one blank.

NAME	DATE	GRADE LEVEL
EDU COURSE #		

CONTENT AREA
<i>Why are you teaching this lesson, i.e. what is the central focus and purpose?</i>
<i>What evidence-based best-practice, approach, method and/or theory informs your choice of teaching strategies, materials, and the learning tasks you for this lesson?</i>
<i>What different strategies/supports of accommodations/modifications to instruction or assessment will learners need in the lesson?</i>
<i>In what ways have you created an inclusive environment that supports identified students' interests and needs? How will your choice of learning tasks and your instructional strategies engage students and appeal to the range of interests, gifts, experiences, and needs of your students?</i>

LEARNING OBJECTIVE AND TARGET
<i>Learning objectives and targets are framed in terms of what students should know, understand, and be able to do as a result of the lesson.</i>
<i>Backward design framework-Desired results-acceptable evidence-planned learning experiences.</i>
<i>Learning objectives and targets are clear, specific and measurable and aligned to state standards.</i>
MN K12 Standard(s):
<u>ISTE Standards</u> (if applicable):
<u>CSTA Standards</u> (if applicable):

<i>Learning Objective: (what is the teacher's goal of the lesson)</i>
<i>Learning Target: (taken directly from learning objective and written in student-friendly terms, often written as an "I Can" statement)</i>
I can ...

ACADEMIC LANGUAGE: When planning instruction teachers must consider the Academic Language (i.e., language demands) present throughout the lesson in order to support student learning and language development in each content area/discipline.	
LANGUAGE DEMANDS <i>Functions, Vocabulary, Syntax & Discourse</i>	
<i>LANGUAGE DEMANDS EXAMPLES</i>	<i>SUPPORTS</i>
<i>Functions: Purpose for which language is used. Content and language focus of learning tasks often represented by the active verbs within the lesson objectives. Examples of Language function are embedded within learning objectives as active verbs (Bloom's' verb or Webb's verbs, Explain, describe, list etc)</i>	
<i>Vocabulary: Words, phrases, symbols both general and content specific</i>	
<i>Syntax: Conventions for organizing symbols, words, and phrases together into structures</i>	
<i>Discourse: A way to structure written and oral language to assist students to talk, write, and participate in knowledge construction</i>	

ASSESSMENT: Aligned with objective/learning target and are used to determine if students have attained objectives/learning target.
<i>Pre-assessment/Prior knowledge: What the students already know about the topic and how it informs instruction</i>
<i>Formative: Used to evaluate the lesson and adjust teaching as needed to keep students engaged and successful</i>
<i>Summative: Used to measure students' attainment of the objective</i>

INSTRUCTIONAL MATERIALS: Example: Books, digital resources, lab equipment, technology, manipulatives, worksheets,

SmartBoard/PowerPoint slides.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:		
<ul style="list-style-type: none"> • Time - the amount of time (minutes) to complete each portion of the lesson • Steps - detailed instructions for the anticipatory set, procedures, and closure so that others can replicate the lesson • Check for understanding throughout the lesson - indicate formative checks (questioning, prompts and feedback used) and summative checks and criteria if used. 		
<i>Anticipatory Set/Motivation: Introduces the topic/content; provides an overview of lesson; connects to prior lessons; engages students in the lesson.</i>		
Time	Steps	Informal/Formative assessment
	•	
<i>Procedures During Instruction: Include instructional strategies used and a plan for transitions.</i>		
Time	Steps	Informal/Formative assessment
	•	
<i>Closure: Reinforces important lesson concepts and prepares students for the next lesson. Loops back to the objective and involves students.</i>		
Time	Steps	Informal/Formative Assessment
	•	
	TOTAL TIME	

REFLECTIVE COMMENTARY (if the lesson was taught)
WHOLE GROUP ANALYSIS
<i>What percentage of the whole class or group met the learning target/objective. Cite specific examples and/or evidence. What criteria did you use to evaluate learning? What percentage did not meet the learning target?</i>
<i>What did you learn about your students as learners?</i>
<i>How well did your lesson support an inclusive environment and meet the needs of all learners?</i>
<i>How did technology increase student engagement and learning? What changes would you make?</i>

<i>What changes, if any, might you make to increase student engagement in the following areas:</i>	
<i>Planning</i>	
<i>Instruction</i>	
<i>Assessment</i>	
<i>The learning environment. How did you demonstrate mutual respect for and rapport with students to engage them in learning?</i>	
<i>How did your feedback increase student engagement and learning?</i>	
<i>What have you learned about yourself as a teacher?</i>	
<i>What goals do you have for yourself as you plan future lessons?</i>	
ANALYSIS OF THREE STUDENTS	
<i>Choose three samples of student work representing the full range of student performance to analyze. One sample should be from a student that represents a teaching challenge related to your expectations for this lesson.</i>	
<i>Did each of the students meet the learning target/ objective? If so, how did he/she meet the objective?</i>	
<i>In what areas did students have difficulty and successes?</i>	
<i>Were the adaptations/accommodations for the lesson appropriate? Why or why not?</i>	
<i>Was the assessment appropriate for all students? Why or why not?</i>	
<i>What feedback and supports would you provide to the student so he/she could improve his/her performance?</i>	

REFLECTIVE COMMENTARY (if the lesson was not taught)

Describe what prior knowledge you need to know about your students so they are engaged and meet the objective of the lesson?

Justify how your understanding of your students' prior academic learning, personal, cultural and content-specific experiences and attitudes guided your choices when planning:

Instructional strategies

Adaptations/modifications

Assessments

Describe your plan to provide feedback to your students both formatively and summatively?