



Student Teacher: _____
Central Focus/Lesson Title/#:

Lesson Plan Model¹

Grade Level:

PART 1- PLANNING/PREPARATION/CONSIDERATIONS Commentary

<p>Prior Academic Knowledge and Conceptions</p> <p>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 are necessary to support the learning of the skills and concepts for this lesson?</p>	<p><u>Knowledge skills and concepts:</u></p> <p><u>Prior knowledge and/or gaps in knowledge:</u></p>
<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><u>Common Errors:</u></p> <p><u>How to address these problems:</u></p> <p><u>Developmental Approximations:</u></p> <p><u>Misconceptions, Partial Understandings, or Misunderstandings:</u></p>

¹The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts. Modified by SIUC Restructuring Committee/UACC.

<p>Academic Language Demand(s):</p> <p>Content, Literacy, Common Core Reference-</p> <p>What language function do you want students to develop in this lesson?</p> <p>What must students understand in order to be intellectually engaged in the lesson?</p> <p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p> <p>What specific way(s) 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>What are your students' abilities with regard to the oral and written language associated with this 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><u>Content, Literacy, Common Core Reference:</u></p> <p><u>Specific Terms (Vocabulary):</u></p> <p><u>Language Function:</u></p> <p><u>Specific ways student use language:</u></p> <p><u>General Academic:</u></p> <p><u>Subject Specific:</u></p> <p><u>Oral and written language:</u></p> <p><u>Support Students:</u></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	

Hyperlinks are not acceptable – enter in APA format.

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Lesson Plan Model²



Grade Level:

PART 2 - Learning Central Focus and Instructional Strategies and Learning Tasks
(Please use outline format)

Materials	<u>Teacher:</u> <u>Students:</u>
Standards	<u>Content:</u> <u>Literacy:</u> <u>Social/Emotional:</u>
Student Learning Objective(s)	<u>Content:</u> <u>Literacy:</u> <u>Social/Emotional:</u>

(Instructional Strategies and Learning Tasks)

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

Launch	
Instruction <u>Introduction</u> <u>Teaching (I do)</u>	<u>Introduction:</u> <u>Teaching (I Do):</u>

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Structured Practice and Application <u>Gradual Release (We do, You do together & You do alone.</u>	<u>Guided Practice (We Do):</u> <u>Collaboration (You Do Together):</u> <u>Independent Practice (You Do Alone):</u>
Closure	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.
(Include for each Content, Literacy, & Social/Emotional objective)

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning. <i>(NA for EDUC 301s Only)</i>	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Resources *(Use APA format) Hyperlinks are not acceptable.*

Attach each assessment and associated evaluation criteria/rubric.

Part 2 Lesson Plan ‘guiding’ questions.

Once you have completed your Part 2, review each section and ask yourself if you have addressed the questions in each section in the design of your plan. If you have not addressed these areas in your plan, refine your sections. ***Do NOT print this page with your Part Two. For your reference purposes only.***

Materials What materials does the teacher need for this lesson ? What materials do the students need for this lesson ?
Standards What standard(s) are most relevant to the learning? (Content, Literacy, & Social/Emotional Required)
Student Learning Objective(s) Skills, procedures, concepts and reasoning, problem solving, strategies. What are the specific learning objectives(s) for student in this lesson? (Content, Literacy, & Social/Emotional Required)
Launch How will you start the lesson to engage and motivate students in learning?
Instruction <u>Introduction</u> What will you do to assist students in understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets? <u>Teaching</u> What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?
Structured Practice and Application <u>Gradual Release</u> How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?
Closure How will you end the lesson?



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PART 3 - POST DELIVERY REFLECTION Commentary

Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't? For whom?	<u>What worked:</u> <u>What didn't:</u>
Analysis of Students' Learning What are the specific standards/objectives measured by the assessment. Provide a graphic (table or chart) and narrative that summarizes students' learning for your whole class. Be sure to summarize students' learning for all evaluation criteria described above. Analyze the patterns of learning for the whole class and differences <u>for groups and/or individual students.</u>	<u>Standards/Objectives:</u> <u>Chart/table:</u> <u>Narrative explanation of learning:</u> <u>Analysis:</u>
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	<u>Adjustments:</u>

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

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