

Lesson Plan Template

Teacher Candidate Name	Subject/Anticipated length of the lesson	Grade	Date
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MN Academic Standards:
Cultural Standard/Disposition: <i>Reviewing the Conceptual Framework, what disposition are you incorporating into your lesson?</i>
Student Objective(s)/Learning Target(s): I can...

Assessment

How will you know that all students met the objective(s)/learning target(s)?

Pre-assessment: <i>What knowledge do students already have related to the objective of the lesson? What evidence have you collected to support this? How will you connect prior knowledge to the lesson?</i>

Formative Assessment(s): <i>How do you intend to check for understanding throughout the lesson and what instructional decisions will you make based on the evidence you collect?</i>	Summative Assessment(s) <i>When you look at your lesson objective(s), how will you find out if students learned what you intended at the end of the lesson/unit?</i>
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Academic Vocabulary

<i>What terms and/or concepts will students need to know in this lesson?</i>
<i>How will you teach this vocabulary?</i>



Academic Language: function, forms, frame

What academic **language function** is required in this lesson? (*seek information, inform, compare, order, classify, analyze, infer, justify/persuade, solve problems, synthesize, evaluate*)

What **language form(s)** will support the **language function**? *Consult your academic language functions/forms chart to complete this section.*

Include one **sentence frame** you expect students to be able to complete if they have mastered the objective(s)/learning target(s). *Remember, the sentence frame should flow directly from the academic function/form(s) you have identified above.*

Using the Context for Learning

Think about the students in your class who may need different strategies/supports, accommodations, or modifications to support instruction (e.g. students with IEPs, 504 plans, ELL, struggling readers, underperforming students, gaps in academic knowledge, and/or gifted students).

Learner Needs:	Describe how you will adjust/modify instruction for one or more need you have identified.
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Background (provide a brief snapshot)

Title: Give your lesson plan a title that describes what you're teaching in an engaging way.

Overview: *Provide a summary of your lesson with the idea that someone could read it and know what to expect without reading the rest of your lesson plan*

From Theory to Practice: You must have **at least 2 articles** from professional resources (that is, journals or books that include a "reference" list at the end of the article/chapter) that support your lesson plan idea. The resources should each be briefly summarized and, if possible, **provide hyperlinks** to both articles in your lesson plan. Make sure you explain how the resources connect to some aspect of your lesson.

#1:

#2:

Instructional Strategies and Learning Tasks

Time	Frontloading, the Anticipatory Set: What attention grabber/hook will you use to get students into the lesson? <i>Consider establishing relevance, asking higher order thinking questions and using hands-on experiences that draw in your students and get them excited and ready to learn.</i>
Time	The Instructional Sequence Possible steps: <ul style="list-style-type: none"> ● Share learning targets/I Can statements to set purposes for learning ● Model and check for understanding ● Guided Practice and check for understanding ● Independent Practice and monitor progress toward objectives ● Assessment
Time	Closure: <i>How will you involve students in closing the lesson (i.e. revisit and assess progress toward meeting the objective/learning target)?</i>

Reflection

Use specific examples of students' work, actions or quotes to support your reflection.

1. What parts of the lesson were successful? What anecdotal and assessment evidence supports this?
2. If you started this lesson over, what would you change and why?
3. What planning, environment, instruction, or assessment changes will you need to make for the next lesson? What specific evidence prompted you to consider these changes?