

Austin Peay State University

Lesson Plan Template*

Lesson Title: _____

Grade and Subject Area: _____

Student Name: _____

<p>Lesson Design (Context for Learning)</p> <p>Describe the topic of the lesson. Provide the following:</p> <ul style="list-style-type: none">• Lesson context - the school and school demographics.• Students - number of students, and grade level.• Students identified as ELL, levels of language proficiencies and languages spoken.• Students with special needs.• Student interactions in the classroom. (Example: Do students work well in groups?)• Lesson- length and time of year.• Lesson- individual or part of a unit.	
<p>Lesson Rationale (Why is this lesson being taught?)</p> <p>Is this lesson:</p> <ul style="list-style-type: none">• Based on assessment data.• Built on a previous lesson or previous learning.• Related to research and/or proven theories and Explain.	

<p>Standards (Common Core or State)</p> <p>Provide the standards and performance indicators to be covered by this lesson, cite the numbers and the text.</p>	
<p>Performance Objectives</p> <p>Provide the measurable or observable objectives for this lesson. Specify the level(s) of Bloom's taxonomy or other specified learning domains addressed in this lesson. All learning domains MUST align with the Standards.</p>	
<p>Formative/Summative Assessment</p> <p>Explain and clearly label all forms of formative/summative assessments planned to measure each objective. Describe the following:</p> <ul style="list-style-type: none"> • Student progress ensuring that all students are learning. • Multiple forms of assessments used throughout the lesson. • Modifications to the assessments for students with special needs. <p>Attach all assessments and answer keys.</p>	
<p>Academic Language</p> <p>What key academic (content-specific terms) is taught? How will academic language integrate/scaffold the learning? What opportunities will be provided to students to incorporate the new academic language, and how will students develop oral and written fluency?</p>	

<p>Language Function Consider the vocabulary or academic language students need to be successful in this lesson. Also, consider language function – words such as analyze, synthesize, summarize, evaluate – verbs that indicate how students will function in this lesson. Think about the levels of Bloom’s and corresponding verbs.</p>	
<p>Materials List the instructional materials, resources, equipment, and technology needed for this lesson. Include bibliographical information for all resources. Address Text Complexity: Quantitative and Qualitative.</p>	
<p>Instruction: Lesson Delivery and Strategies Central Focus:</p> <ul style="list-style-type: none"> • What are the essential questions and enduring understanding of this lesson? <p>Part A: Introduction (also known as anticipatory set, bell ringer).</p> <p>Create a focus for students. The introduction should involve students and build on prior knowledge. What are the explicit learning targets?</p>	

Part B: Instruction (direct and/or indirect instruction)

Explain in detail the differentiated instructional strategies delivered in the lesson. How will skills, strategies, and/or concepts be **modeled/scaffolded**? What are the examples/models?

- Use Academic Language in planning.
- Adapt or modify instructional procedures to meet the needs of **ALL** students.
- Identify and label accommodations, if applicable.
- Identify and label modifications, if applicable.
- Provide appropriate time and pacing.
- Articulate the purpose for **each** lesson part, strategy, or activity.
- Provide key questions and prompts. What specific questioning techniques will be used to make the lesson more effective? What level of questions will be posed to check for understanding?
- Describe introduction of the task(s) and expectations for the task(s) to students.
- Explain criteria used when establishing groups.
- Describe additional opportunities provided for students to learn.

<p>Part C: Deepening Content Learning: Provide additional opportunities for all students to</p> <ul style="list-style-type: none"> • Apply new learning. • Evaluate their learning. <p>Provide additional opportunities for struggling students to:</p> <ul style="list-style-type: none"> • Improve learning through additional practice or differentiated learning. <p>Provide additional opportunities for advanced students to:</p> <ul style="list-style-type: none"> • Engage in enrichment activities or projects. 	
<p>Closure</p> <p>Describe the closure for the lesson or how this lesson will connect to the next lesson?</p> <p>Describe the activity students will complete as part of the lesson closure. How will a check for understanding be conducted? What will students do to rethink or revise their understandings/skills?</p>	

<p>Reflection (Only if Lesson is Taught)</p> <p>During reflection of this lesson, how did it actually unfold as compared to what was anticipated?</p> <ul style="list-style-type: none"> • Discuss the learning of the class as a whole. • Select at least 2 students to focus on their learning, their success or lack of success and address why? • Outline any modifications needed before teaching this lesson again. • Discuss insights discovered about student learning during this lesson. <p>Attach a chart/table to display assessment data obtained during the lesson that can be used for support or clarification.</p>	
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**This lesson plan template is designed to follow the essential components of the edTPA and to provide students with an initial introduction to the structure, language and expectations of the planning section.*