

Lesson Plan Model¹

Lesson Title/#: Resources

Grade Level: 1st

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	Recognize different types of resources/needs. Recognize wants
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	E.5.1.2 Categorize <i>human, natural, and capital resources</i> used in the production of goods and services. D2.Eco.3, 4.K-2
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	When given a group of <i>human, natural, capital resources</i> and wants, be able to categorize them accordingly.
<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</p>	Understanding of a want, need, and resource.

¹ The 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

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

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>	

Instructional Strategies and Learning Tasks

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

<p>Launch ____5____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Explain the activity. Students will receive an Inspiration document and they will be asked to link objects to the correct category.</p>
<p>Instruction ____0____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>This is an activity to complete after students understand the concepts of wants, need, and resources.</p>

<p>to students' prior 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 <u>10</u> 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>Students will have approximately ten minutes to link objects to their appropriate category.</p>

<p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure <u>10</u> Minutes</p> <p>How will you end the lesson?</p>	<p>Save projects, teacher show what she categorized the objects as. Put computers away.</p>
<p>Differentiation/ Planned Support</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><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure</p>	<p>Students can collaborate with partners if they would like to. This is individual or group activity.</p>

<p>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>If students are having trouble with the program, stop and go over how to link items in Inspiration. If students are using the devices incorrectly refer to AUP if needed.</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>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Students will need computers equipped with Inspiration.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students</p>	
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understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
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?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
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?	

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.

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?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>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</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

This is what I expect to receive from students at the completion of this project

